

A13

Index for T & C



THE SIERRA EDUCATIONAL NEWS

Volume XX

JANUARY 1924

No. 1

State Aid for Vocational Education

Visual Instruction

California's Rural Schools

Official Department California Congress of
Mothers and Parent-Teacher Associations

Retirement Salary Fund

Single Salary Schedule

Section Meetings

A NEW YEAR'S GREETING PAGE

Chicago, January 1, 1924.

To All Domestic Science Teachers and Students:

In submitting a few of our choice recipes which we believe most suitable for the holiday season, the Home Economics Department wishes to take this opportunity of extending to you the Season's Greetings, and offering our continued service.

The recipes given below are always suggestive of holiday festivities and will be helpful in preparing some delicious dishes.

PLUM PUDDING

- | | |
|---|-------------------------|
| 1 cup suet, chopped fine | 3 cups flour |
| 1 cup molasses | 1½ level teaspoons salt |
| 3 level teaspoons Calumet Baking Powder | ½ teaspoon nutmeg |
| ½ cup milk | ½ teaspoon cinnamon |

Mix suet, molasses and milk. Sift together flour, baking powder, salt, cloves, nutmeg and cinnamon, and add. Turn into a buttered mold, and steam three hours. Serve with hard sauce. One and a half cups of chopped raisins can be added to above if desired, and the whole or part of spices omitted.

FRUIT CAKE

- | | |
|---|---------------------|
| 2 pounds raisins | 3 eggs |
| 2 pounds currants | 1 cup molasses |
| 1 pound brown sugar | 1 cup milk |
| ¾ pound citron | 4 cups flour |
| 4 level teaspoons Calumet Baking Powder | ½ nutmeg, grated |
| ¼ pound butter | ½ teaspoon allspice |

Cream butter, sugar and eggs, add molasses and milk, then 2 cups of flour. Mix fruit with 1 cup of flour, add spices and flavorings; lastly add cup of flour well sifted with baking powder. Bake in a slow oven (325° F.)

NUT CARAMEL FUDGE

Three cups light brown sugar, 1 tablespoon butter, 1 cup milk, 1 or 1½ cups nuts; flavor with vanilla. Cook sugar, butter and milk until it will thread. Take from fire add flavoring, nuts and beat as you would fudge. Pour into buttered pan, cool and cut in squares.

PEANUT BRITTLE

Mix 3 cups of granulated sugar with 1 scant cup boiling water, and ¼ teaspoon soda. Let it melt over slow fire. Cook gently without stirring until a little drop in cold water hardens quickly. Add 1 cup roasted, shelled and skinned peanuts, with as little use of a spoon as possible. Turn the mixture into buttered pans and cut while hot. The brittleness of the candy depends much upon the artful use of the spoon.

PLAIN PIE PASTE

- | | |
|--|-----------------------|
| 3 cups flour | 1 level teaspoon salt |
| ½ level teaspoon Calumet Baking Powder | ¾ cup lard |
| | Cold water |

Sift together dry ingredients thoroughly. Work in lard with knife or rounding edge of a tablespoon or spatula. Moisten to a dough with cold water. Put lightly on floured board, and roll thin, ready for use.

PUMPKIN PIE

- | | |
|----------------------|-------------------|
| 2 eggs | ¼ teaspoon cloves |
| ½ cup sugar | 1½ cups milk |
| 1 cup stewed pumpkin | ¼ teaspoon ginger |
| ¼ teaspoon allspice | |

Beat eggs, add to them sugar, pumpkin and spices. Beat vigorously and then add milk and mix thoroughly; then bake in a crust of pie paste.

Cordially,

CALUMET BAKING POWDER CO.

4100-4128 Fillmore Street

Chicago, Illinois

INDEX TO VOLUME XX

JANUARY TO DECEMBER, 1924

A	
Agricultural Education, Supervised Project Work in—R. T. Werner.....	503
Alameda County Educational Association E. W. Kottlinger.....	406
All-Year the, or Four Quarter School—John W. Harbeson	319
Amendment 16.....	173
America First—Orpha Bennet Hobbit.....	107
Americanization, Some Principles of—David McC. McKell.....	308
B	
Basic Principles in Education, Some—William C. Bagley	488
Book Reviews:	
About-Face in Education, An.....	513
Account Book, Student's.....	513
Accounting, Child	513
Accounting, Farm	514
Activity Curriculum and for the Kindergarten and the Primary Grades.....	581
Africa, Australia and the Islands of the Pacific	513
Agricultural Economics, Introduction to.....	410
Algebra, Elementary	515
Algebra, Essentials of	321
American Education, Twenty-five Years of	411
Americanism, What is	579
Argonauts of '49.....	111
Beyond the Rainbow Bridge.....	649
Bookhouse, My	647
Bookkeeping and Accounting	514
Boy Whaleman, the	649
Business English, Applied	648
Cabinetmaker's Trade, Analysis of the.....	247
California, A Geologic Wonderland.....	411
Carl and the Cotton Gin	647
Child's Mind, the and the Common Branches	249
Citizenship, Responsible	581
Citizen, the Good	580
College Blue Book, the.....	411
Constitution of Our Country, the.....	647
Constitution of the United States, the.....	514
Constitution, the Short	320
Constitution, Our	110
Democracy, Everyday Problems of American	321
Economics for Secondary Schools.....	515
Education, Our Faith In	580
English Literature, the Places of.....	515
English Questions, Entrance.....	515
English, Teaching in Junior High Schools	514
Essays, English and American.....	38
Farm Economics, Management and Distribution	713
Fear Complexes, Our.....	177
Fitting the School to the Child.....	411
French Book, Second	712
Geographic Names, The Story Key to	514
Geography, Supplement to the New World Problems in Political.....	512
Greece, The Childhood of.....	713
Health, We and Our—Book One	580
History of the United States, Brief.....	249
History, Where Our Was Made—Book Two	581
Home Economics in Education.....	514
Homemaker, the	248
How We Are Sheltered.....	320
How We Travel	320
How the World Grows Smaller	512
Hygiene, Graded Outlines In—Book Two	713
Improvement of Teaching, the.....	580
In My Own Lot and Place.....	247
Introduction to Education, An.....	512
Ivanhoe	515
Japanese Fairy Tales.....	512
Jews, the In the Making of America.....	512
Journeys in Distant Lands.....	712
Latin Test, White.....	581
Letters, Book of For Young People.....	712
Mathematics, Junior High School.....	711
Mathematics, Modern	320
Music, Intermediate	514
Music, Monograph or School.....	177
Our World Today and Yesterday.....	711
Pacific Frontiers, On.....	513
Pasteur, Louis	410
Penmanship Teaching and Supervision.....	581
Physics, Laboratory Exercises in Practical	514
Physics, Laboratory Problems In	647
Plant Anatomy	648
Platoon School, The	647
Plays, The Atlantic Book of Junior	411
Poems of Today.....	250
Poets, The Children's	514
Principles of Education.....	711
Progressive Education	38
Publicity and the Public School	648
Quantitative Analysis	249
Rating Teachers, Schutte Scale for.....	39
Readers, the Modern School.....	712
Roman Tales Retold.....	515
School Bonds	513
Sea Folk, Little.....	38
Second Year Book, The, of the Department of Elementary School Principals	111
Silent Readers, The	579
Shakespeare's Julius Caesar.....	320
Shop Work, Teaching	579
Soils and Crops.....	515
Socrates, An Oration (Review by John Adams)	247
Story Reader, The.....	649
Study Readers, The	649
Ten Boys Who Lived on the Road From Long Ago to Now.....	713
Test, Stanford Achievement.....	515
Textiles and Sewing Materials.....	176
Then and Now in Education.....	248
Trade, How to Teach a.....	111
Trees, Western Forest.....	513
Troublesome Words and How to Use Them	249
Un Jeune Legionnaire.....	38
Victrola, The, in Physical Education, Recreation and Play.....	411
Vocational and Trade School for Girls, English, Arithmetic and Textile Assignments for	713
We, the People	513
Wiring, Fundamentals of House.....	515
Woodworking, Education Through (Review by Albert D. Perry).....	648
Working Through at Lincoln High.....	110
Writing, Zaner and Bloser Method.....	249
Book Week in California Libraries.....	645
Budget Planning, Recent Achievements in —David B. Corson	224
Budget Planning, Achievements in—Oroville O. Pratt.....	225
Budgets, On Cutting School.....	108
Burk, Frederic L., Some Letters of—James A. Barr.....	557
Burk, Dr. Frederic L.—A Tribute—Richard D. Faulkner	636
Buena Vista School—Miriam D. Eisner.....	80
Business Economics Through Changed Organization Within the Schools—Carlton W. Washburne.....	225
Business Training, Builders of—James M. Malloch	309
C	
California's Contribution—Wm. P. Dunlevy	498
California Council of Education Committee Reports	
Basis for Determining Grading and Promotion of Pupils—W. T. Helms, chairman	86
Financial Systems in Relation to Schools—Fred M. Hunter, chairman.....	83
Junior College—Merton E. Hill, chairman	85
Professional Code of Ethics—May C. Wade, chairman	88
Auditors Report—C. C. Staehling.....	315
Financial Statement	314
Board of Directors Meeting, Minutes A. H. C.	104
Minutes, December, 1923 Meeting—A. H. C.	101
California Superintendents' Convention (Illus.) Vaughan MacCaughy	63

California Teachers' Association

BAY SECTION.

Financial Statement	27
Prospectus of Meeting.....	703

CENTRAL SECTION.

Report of Meeting.....	23
------------------------	----

CENTRAL COAST SECTION.

Prospectus of Meeting.....	703
----------------------------	-----

NORTHERN SECTION.

Financial Statement	97
---------------------------	----

NORTH COAST SECTION.

Report of Meeting.....	637
------------------------	-----

SOUTHERN SECTION.

Report of Meeting—A. H. C.....	95
--------------------------------	----

Teachers' Institutes and Association

Meetings:	
-----------	--

Report of Committee—Ernest P. Bran-	27
-------------------------------------	----

son	
-----------	--

Single Salary Schedule, The—	
------------------------------	--

Report of Committee—Guy V. Whaley,	29
------------------------------------	----

chairman	
----------------	--

Cost of the Public Schools—	
-----------------------------	--

Report of Committee of 11 on the In-	
--------------------------------------	--

vestigation of the Los Angeles County	
---------------------------------------	--

Grand Jury—concerning—A. R. Clif-	
-----------------------------------	--

ton, chairman	96
---------------------	----

Prospectus of Meeting.....	702
----------------------------	-----

Teachers' Self-rating Plan—	
-----------------------------	--

Report of Committee—A. R. Clifton,	99
------------------------------------	----

chairman	
----------------	--

Kindergarten Education—	
-------------------------	--

Report of Committee—Eugenia West	
----------------------------------	--

Jones, chairman	624
-----------------------	-----

+ California's Four Problems—Fred M.	
--------------------------------------	--

Hunter	406
--------------	-----

Citizenship, Teaching Good Through Phys-	
--	--

ical Education—Charles F. Hampton.....	16
--	----

Child of Cucamonga, A—Catherine U.	
------------------------------------	--

Gray	313
------------	-----

Children's Book Week, Thoughts Involved	
---	--

By—Milton J. Ferguson.....	628
----------------------------	-----

Children's Book Week, Program for—	
------------------------------------	--

Harold F. Brigham	642
-------------------------	-----

Children's Book Week in the Philadelphia	
--	--

Public Schools—Ada F. Liveright.....	638
--------------------------------------	-----

Classroom Teacher and Classroom Teacher	
---	--

Organizations—A Selected Bibliography	
---------------------------------------	--

on the Status of the —Albert R.	
---------------------------------	--

Lang	97
------------	----

Chocolate Factory, Visit to a (Illus.)	
--	--

—James A. Barr.....	639
---------------------	-----

Children's Book Week—Suggestions—(Il-	
---------------------------------------	--

lus.)	643
-------------	-----

Cost of Education.....	578
------------------------	-----

Committee of Fifteen, The Objectives of	
---	--

the Report of the—Vaughan Mac-	
--------------------------------	--

Caughy	500
--------------	-----

Congress of Mothers and Parent-Teacher Asso-

ciations, California

19, 81, 164, 234, 311, 399, 508, 576, 641, 708.	
---	--

Bakersfield, P.-T. A.—Mrs. J. Bruce	
-------------------------------------	--

Payne	22
-------------	----

Berkeley Federation, the—Mrs. F. P.	
-------------------------------------	--

Butterfield	21
-------------------	----

California Districts, the.....	22
--------------------------------	----

Child Hygiene—Mrs. F. L. Gurkhalter.....	22
--	----

District Convention—Mrs. Hugh Brad-	
-------------------------------------	--

ford	311
------------	-----

First District, the—Mrs. Shelton Bissel	
---	--

First Juvenile Home, the—Mrs. Earl L.	
---------------------------------------	--

Morris	81
--------------	----

High School Conference—Mrs. John F.	
-------------------------------------	--

Sheehan	576
---------------	-----

Los Angeles Federation—Mrs. Edgar W.	
--------------------------------------	--

Cook	235
------------	-----

Music, New Department of—Georgia E.	
-------------------------------------	--

Shropshire	19
------------------	----

Oakland Federation, Work of the.....	706
--------------------------------------	-----

Parent-Teacher Activities—Mrs. Hugh	
-------------------------------------	--

Bradford	22
----------------	----

Parent-Teacher Association Activities	
---------------------------------------	--

—Mrs. Hugh Bradford	164
---------------------------	-----

Protecting the Schools—Mrs. George	
------------------------------------	--

Wale	234
------------	-----

Recreation Facts—Mrs. W. H. Marston	
-------------------------------------	--

San Francisco Congress.....	235
-----------------------------	-----

San Francisco Congress of Mothers and	
---------------------------------------	--

Parent-Teacher Associations—Mrs. W.	
-------------------------------------	--

A. Smith	707
----------------	-----

Santa Cruz—Mrs E. Marcen.....	82
-------------------------------	----

--	--

--	--

--	--

--	--

--	--

--	--

--	--

South, From the—Mrs. C. H. Turner.....	19
--	----

State Activities—Mrs. Hugh Bradford.....	399
--	-----

State Convention, the—Mrs. Hugh Brad-	
---------------------------------------	--

ford	508
------------	-----

State, District and Federation Activities	
---	--

Mrs. Hugh Bradford	706
--------------------------	-----

State Wide Notes, Mrs. Hugh Bradford	
--------------------------------------	--

Training Our P.-T. A. Members—Mrs.	
------------------------------------	--

Hugh Bradford	81
---------------------	----

Correction, An Important—W. F. Barry.....	641
---	-----

California Scholarship Federation, The—	
---	--

Bertha Oliver	316
---------------------	-----

Coolidge, Calvin—Frontispiece.....	704
------------------------------------	-----

Committee of Thirteen to the Conference on	
--	--

Educational Research and Guidance, Re-	
--	--

port of the—V. E. Dickson, Chairman.....	472
--	-----

Curricula, New Committee on.....	243
----------------------------------	-----

Curriculum Construction—Joyce E. Lobner	
---	--

Committee of Fifteen, Report of—Frontis-	
--	--

piece	80
-------------	----

Credentials—California School Administra-	
---	--

tion and Supervision	495
----------------------------	-----

	384
--	-----

	541
--	-----

D

Dental Service in California Public Schools	
---	--

—Charlotte S. Greenhood	231
-------------------------------	-----

Directory, Educational	166
------------------------------	-----

Does It Pay California to Have Good Pub-	
--	--

lic Schools—Vaughan MacCaughy.....	396
------------------------------------	-----

Don't Slip Again—Arthur D. Dean.....	236
--------------------------------------	-----

Drama League The, of America in Cali-	
---------------------------------------	--

fornia—Harold A. Ehrensperger	79
-------------------------------------	----

Dramatics and Public Speaking in a High	
---	--

School, Plan for a Two-Years Course—	
--------------------------------------	--

Leo Cooper	575
------------------	-----

E

Editorial

9, 73, 155, 219, 301, 385, 473, 552, 616, 682	
---	--

Amendment Sixteen, The Case of.....	75
-------------------------------------	----

Bandar-Log, The	476
-----------------------	-----

Bobbed Hair	156
-------------------	-----

Boy Scout Movement, The	620
-------------------------------	-----

Burk, Frederic	556
----------------------	-----

California Superintendents Convention.....	619
--	-----

Chicago Case the and Its Lessons.....	473
---------------------------------------	-----

Chicago Meeting	77
-----------------------	----

Child Labor Amendment, The.....	616
---------------------------------	-----

Code of Ethics, Professional.....	73
-----------------------------------	----

Committee of Fifteen, Report.....	478
-----------------------------------	-----

Conference, Important.....	160
----------------------------	-----

Conservation, Forest	475
----------------------------	-----

Conservation, More About.....	618
-------------------------------	-----

Council Meeting, Annual.....	303
------------------------------	-----

Council Reports.....	10
----------------------	----

Criticising the Criticiser.....	155
---------------------------------	-----

Curriculum, Interpreting the	220
------------------------------------	-----

Dorsey, Mrs. Susan, Success of.....	75
-------------------------------------	----

Education Bill, The.....	76
--------------------------	----

Elementary Education, Importance of.....	219
--	-----

Fraternities, High School.....	156
--------------------------------	-----

Histories, Our School.....	302
----------------------------	-----

Lange, Alexis F. (Illus.)	552
---------------------------------	-----

Letter and Its Lessons, A.....	385
--------------------------------	-----

N. E. A., The.....	10
--------------------	----

Outstanding Educational Achievement.....	682
--	-----

Palmer Cox and the "Brownies".....	479
------------------------------------	-----

Pertinent Inquiries, Some.....	9
--------------------------------	---

Press, The.....	77
-----------------	----

Prevention and Cure.....	220
--------------------------	-----

Progress in Education in 1924.....	682
------------------------------------	-----

Questionnaire, the Troublesome.....	301
-------------------------------------	-----

School and Life.....	621
----------------------	-----

School Building and Equipment Program,	
--	--

Budgeting, A—J. A. B.....	386
---------------------------	-----

Scout Idea, The (V. MacC.).....	480
---------------------------------	-----

Secretary of the Navy, New.....	388
---------------------------------	-----

Summer Schools.....	301
---------------------	-----

Travel, Benefits of	75
---------------------------	----

Vacation Study, Travel.....	221
-----------------------------	-----

Who is Caesar?.....	222
---------------------	-----

Educational Directory for California.....	166
---	-----

Educational Program of Mexico, The—	
-------------------------------------	--

Maria Delfino Gomez.....	575
--------------------------	-----

Educational Foundation, A New—Lucy	
------------------------------------	--

||
||
||

Educational Literature, see Book Reviews:

36, 109, 176, 246, 318, 408, 512, 578, 643, 710	
Education, A National Obligation—John W. Abercrombie	224
Elementary School The, at San Jose Teachers' College—George E. Freeland	35
Elementary School, The Union—Sam H. Cohn	394
Elementary School Course of Study, The—W. C. Bagley	622
Ethical Procedure—W. L. Stephens	407
Teachers' Soft Snap, The	407
Eureka Plan, The—George C. Jensen	687
Evolution—J. Edgar Dills	509
Evolution, Objects to Teaching—T. A. Fleck	708
Expenditures, Education, Considered as Investments—E. G. Hartwell	225
Eyesight of the School Child, Conserving the—J. E. Davidson	517

F

Federal Leadership and Legislation—J. M. Gwinn	224
Fourth of July Address at N. E. A.—Calvin Coolidge	481

From the Field

33, 106, 173, 243, 316, 405, 509, 577, 642, 708	
Fundamentals, School Fads Considered as—O. L. Reed	225

G

Glendale Report, The	34
Good Public Schools—Vaughan MacCaughy	396

H

Haviland Hall	305
Health Program, A Successful—Dora Savage	567
High School Principals' Convention (Illus.)—Vaughan Mac Caughy	100
High Schools, T. L. Heaton on—Wm. John Cooper	577
History Inquiry, The—Edgar Dawson	34
Home Teachers in California—Anne M. Godfrey	14
Human Engineers	108

I

Illustrations

Animal Toys	242
Boys With Pet Dog	165
Cacao Bean	639
Casa Del Rey, Santa Cruz	400
Children at Motivated Play	78
Fairmont Hotel, San Francisco	631
Fairmont Hotel Lobby	632
Glimpses of N. E. A. Convention	482
Lange, Alexis F.	553
More Books in the Home	644
Number Cards for Children	78
Print Shop, Ethan Allen School, San Francisco	573
Roasters in Ghirardelli Factory	640
Shipping Cacao Beans from the Plantation	639
Steinhart Aquarium	163
Taxes in California	241
Institutes in California, Some Suggestions for the Improvement of—A. E. Yoder	504
Institute—Joint of Shasta, Tehama, Butte, Yuba, Sutter and Plumas Counties and City of Chico—Mamie B. Lang	700
International Institute, The, of Teachers' College, Columbia University—Teachers' College Bulletin	246
International Invitation, An—John J. Tigert	316

J

Junipero Serra School, Pasadena—Margaret S. Schorr	640
Junior College as a Local Project, Why the—John W. Harbeson	409
Junior High School Curriculum in Los Angeles, Reconstruction of the—Mrs. Susan M. Dorsey	695

K

Kinney, Burt O.—Edith Everett	708
-------------------------------	-----

L

Lange, Alexis Frederic, A Symposium:	
A Man of Vision—Elmer Ellsworth Brown	561
A Prophet—Mark Keppel	565
A Progressive of Progressives—Fred T. Moore	565
An Inspiring Personality—A. J. Cloud	565
A Seer in Education—Chas. E. Rugh	565
Belongs in California's Educational Hall of Fame—C. L. McLane	563
Big, Simple and Genuine—John H. Francis	563
His Practical Field Generalship—C. C. Van Liew	564
His Task Was Well Performed—Ellwood P. Cubberley	562
How Dr. Lange's Greatness was Manifested—Harry B. Wilson	564
Laid Foundation for Great School of Education—Wm. John Cooper	563
Milestones in Dr. Lange's Life—W. W. Kemp	561
Philosopher, Friend and Counselor—Will C. Wood	562
Lange Epigrams—Notes by Rachael Markley	696
Legal Case, A—Robert J. Teall	106
Link Between the Home and the School, The—Jessie L. Louderbach	494
Librarians, Convention of California—Milton J. Ferguson	401
Library, Your State	36
Library, The Educational Service of the Public—William Allen White	176
Long Beach Goes Ahead—W. L. Stephens	174
Lottery Tickets—Citizen	577

M

Mild Looting—Marlon Humble	577
Modesto, From—W. E. Faught	107
Motivation Involving Newer Types of Teaching, A Method in—Hertha Schulze, Helen Ballard, Mrs. Ouida Rudasell	689
Music Conference, State—Jas. A. Barr	92

N

National Education Association:	
Department of Superintendence	224
National Superintendents' Convention, George C. Bush	226
Chicago Convention, The—Arthur H. Chamberlain	228
Washington Meeting of—Arthur H. Chamberlain	490
Committee Reports of	495
Nation's Business, The—Herbert M. Lord	483
Nation's Teachers, The—Olive M. Jones	494
Navy, A Short History of the United States—Curtis D. Wilbur	684
Notable Occasion, A—H. B. Wilson	173

Notes and Comment

41, 113, 179, 253, 323, 413, 517, 583, 651, 715

O

Objections With Answers, Mary F. Mooney	
Frontispiece	72
Old Machinery—Ethel Imogene Salisbury	161
Opportunity Classes in the Fresno City Schools—Walter P. Hepner	574
Oral Expression—Natural Method—E. E. Grinnell	245
Oregon's Excellent Work—Cornelia Marvin	642
Organizations—Russell Sharp	495

P

Pageantry in the Schools	36
Pan Americanism—L. S. Rowe	494
Patriotism, Teaching—J. E. Buckman	577
Penmanship, Palmer on—A. N. Palmer	317
Periodicals, Educational of California—Vaughan Mac Caughy	98
Pet's Exhibitions, Children's in California—Frederick W. D'Evelyn (Illus.)	165
Placement Bureau, The	233
Playground, The School and its Equipment—Abbie Condit	393
Poetry—A Neglected Art in the Public Schools—Roy Walter James	697
Printing in Chico High School—Arvine S. Dunn	708

Professional Spirit—Fred M. Hunter.....	320	Sonoma County is Doing, What—Louise Clark.....	1-506, II-569
Printing, the Teaching of in the Junior High School—(Illus.)—A. J. Cloud.....	572	Songs, Why Not American—Laura J. Frakes.....	510
Public Education—Calvin Coolidge.....	472	Speech Defects and their Correction—Mabel Gifford Farrington.....	307
Publicity, Educational—R. G. Reynolds....	224	Spelling Fight at Red Bluff—J. D. Sweeney.....	175
Pupils Fail, Why—L. Elwood Wherry.....	107	Stanislaus County Shop Teachers' Club—A. B. Downing.....	405
Psychological Principle for Teachers, A—Edward LeRoy Moore (Illus.).....	78	Stanford University—John A. Sellards.....	703
Q		State Board of Education, Items of Public Interest from Proceedings of the—Will C. Wood.....	41, 113, 323, 413, 541, 651
Quinquennial Convention, The—Mrs. H. E. Groff.....	403	Supervision, Improved—Wm. John Cooper.....	225
R		Supervisors and Principals.....	35
Radio, An Experiment in Classroom Instruction—Virgil E. Dickson.....	566	Steinhart Aquarium, The (Illus.)—Barton W. Evermann.....	163
Radio, Education—Grace C. Stanley.....	709	Status, The and Professional Activities of the Elementary School Principal.....	579
References, Suggested for Mothers and Teachers of Little Children.....	37	Survey, New York City School.....	507
Retirement Salary Fund, Teachers—E. P. Clarke.....	28	Survey of California Elementary Schools.....	507
Roll of Honor.....64, 138, 287,	367	T	
Reminiscences—Roy W. Cloud.....	498	Taxes We Pay, The—Up or Down (Illus.)—A. R. Heron.....	239
Rich Week, A—L. E. Chenoweth.....	499	Tax Situation, The—Willis T. Newton.....	392
Rural School, A California—Marguerite A. Rodgers.....	505	Tax System—State and County, Our Double—Roy Good.....	409
Research in School—H. B. Haydock.....	173	Teachers Fail, Why.....	107
Rural Schools, California's—Margaret Anne Silveira.....	15	Teacher, Legal Status of the American—John K. Norton.....	224
Rural School, Why Supervision of—Sam H. Cohn.....	306	Teachers' Organizations, Membership in—Randall J. Condon.....	699
Rural Education, California State Conference on—Grace C. Stanley.....	502	Teachers' Organizations, Membership in—Thomas E. Johnson.....	699
S		Teacher Rating—Nell E. Lain.....	495
Salaries, High School Teachers—Elmer C. Eby.....	316	Teachers, The, Taxation and School Costs—A. S. Burrows.....	410
Salaries, Teachers Now and Forty Years Ago—Roy Good.....	318	Teacher, Whither Goest Thou—Mark Koppel.....	493
Salaries—The Berkeley Revised Plan for Paying Teachers—H. B. Wilson.....	237	Ten Worthy Years.....	33
San Francisco Teachers' College Gymnasium, Laying of the Corner Stone of the New—George E. Crothers.....	312	Tenure—Clark F. Anderson.....	509
Salesmanship Teaching in the Grades—Elba Johnson.....	570	Tenure, Teacher.....	109
School Building and Equipment Program—National Symposium on:		World Revolt.....	109
Astoria, Oregon—A. C. Strange.....	389	Three-Track School, The—Washington Educational Journal.....	410
Berkeley, California—H. B. Wilson.....	390	Transcontinental Message, A—Agnes Winn.....	33
Bridgeport, Connecticut—E. E. Cartright.....	390	U	
Cheyenne, Wyoming—A. J. Jessup.....	390	Unifying Administration of Education with the Educative Process—J. M. Gwinn.....	494
Cleveland, Ohio—W. D. Jones.....	419	V	
Denver—Homer W. Anderson.....	391	Verse	
Fort Wayne, Indiana—L. C. Ward.....	390	America, Two Nearly Forgotten Stanzas—Samuel Francis Smith.....	636
Grand Rapids, Michigan—H. N. Morrill.....	417	Challenge, The—I. D. Perry.....	629
Houston, Texas—R. B. Cousins.....	389	Common Things—Leonard G. Nattkemper.....	245
Huntington, West Virginia—John G. Graham.....	417	Dark-Eyed Dollies, My—A Riverside Teacher.....	408
Los Angeles—Susan M. Dorsey.....	391	Dew-Man, The—Hilda Conkling.....	245
Oakland, California—Fred M. Hunter.....	389	Eighth Grade—F. B. W.....	33
Ogden, Utah—W. K. Hopkins.....	389	Kindergarten Union, The International—Jenieve Waller.....	243
Omaha, Nebraska—J. H. Beveridge.....	425	Philosophy—Leonard G. Nattkemper.....	13
Phoenix, Arizona—John D. Loper.....	389	Place for Me, A—Frances McKinnon Morton.....	10
Racine, Wisconsin—F. M. Longanecker.....	389	Ring Out the Passing Year, Frontispiece—M. Victor Staley.....	8
Richmond, Virginia—A. H. Hill.....	425	School Procession, The—Edmund J. Bristow.....	405
Sacramento, California—Chas C. Hughes.....	419	Success.....	705
Salt Lake City, Utah—G. N. Child.....	427	Teacher's Philosophy, A—Izelle Emery Scott.....	238
San Bernardino, California—C. R. Holbrook.....	427	When I Wuz a Boy—William B. Koch.....	82
San Diego, California—H. C. Johnson.....	423	Visual Aids in Education—Scientific Evidence, The Value of—Frank N. Freeman.....	225
San Francisco—R. H. Webster.....	389	Visual Education as an Aid to Teaching—Anna V. Dorris.....	14
Santa Barbara, California—Paul E. Stewart.....	415	Visual Instruction, Necessary Equipment for—H. B. Wilson.....	398
Sloux City, Iowa—R. L. Hamilton.....	390	Vocational Education in Home Economics—Adelaide Steele Baylor.....	626
Seattle, Washington—Thomas R. Cole.....	421	Vocational Education, State Aid for—Nicholas Ricciardi.....	11
Tucson, Arizona—C. E. Rose.....	419	W	
Wilmington, Delaware—David A. Ward.....	423	Wilson, Woodrow, Frontispiece—A. H. C.....	154
School Law, New California.....	37	Winship, Albert E., Frontispiece—A. H. C.....	218
School of Long Ago, A—George F. Bass.....	693	World Federation of Educational Associations—Constitution.....	100
Scientific Method, Education and the—George C. Jensen.....	304		
School Supplies in our Schools, The Value of Quality—John S. Brain.....	402		
Secondary Education, Some Practical Next Steps in the Reorganization of—W. C. Reaves.....	226		

AUTHOR'S INDEX

A	
Abercrombie, John W.	224
Adams, John	23; 247
Anderson, Carl F.	509
Anderson, Homer W.	391

B	
Bagley, William C.	488; 622
Ballard, Helen	689
Barr, James A.	92; 386; 557; 639
Barry, W. F.	316
Bass, Geo. F.	693
Baylor, Adelaide Steele	626
Beveridge, J. H.	425
Bissell, Mrs. Shelton	81
Bolenius, Emma	24
Bradford, Mrs. Hugh	81; 164; 234; 311; 399; 508; 641; 706
Brain, John S.	402
Branson, Ernest P. and Committee	7
Brigham, Harold F.	642
Bristow, Edmund J.	405
Brown, Elmer Ellsworth	561
Buckman, J. E.	577
Burrows, A. S.	410
Bush, George C.	226
Butterfield, Mrs. F. F.	21

C	
Cartright, E. E.	390
Chamberlain, Arthur H. 9; 73; 95; 101; 104; 154; 155; 218; 219; 228; 301; 385; 473; 490; 552; 616; 682	499
Chenoweth, L. E.	427
Child, G. N.	506; 569
Clark, Louise	28
Clarke, E. P.	96; 99
Clifton, A. R.	565; 572
Cloud, A. J.	495
Cloud, Roy	306; 394
Cohn, Sam H.	421
Cole, Thomas R.	19
Cook, Mrs. Edgar W.	472; 481
Cooldge, Calvin	393
Condit, Abbie	699
Condon, Randall J.	245
Conkling, Hilda	575
Cooper, Leo	225; 563; 577
Cooper, William John	224
Corson, David B.	389
Cousins, R. B.	312
Crothers, George E.	562
Cubberley, Ellwood P.	

D	
Davidson, E.	517
Dawson, Edgar	34
Dean, Arthur D.	236
D'Evelyn, Frederick W.	165
Dickson, Virgil E.	24; 243; 566
Dills, Edgar J.	509
Dorris, Anna V.	14
Dorsey, Susan M.	391; 695
Downing, A. B.	405
Dunlevy, W. P.	498
Dunn, Arvine S.	708

E	
Eby, Elmer C.	316
Ehrensperger, Harold A.	79
Elsner, Miriam D.	80
Everett, Edith	708
Evermann, Barton W.	163

F	
Farrington, Mabel Gifford	307
Faught, W. E.	107
Faulkner, Richard D.	636
Ferguson, Milton J.	401; 628
Frakes, Laura J.	510
Fleck, T. A.	708
Francis, John H.	563
Freeland, George E.	35
Freeman, Frank N.	225
Fricke, J. W.	105
F. B. W.	33

G	
Godfrey, Anne M.	14
Good, Roy	318; 409

Gomez, Maria Delfino	575
Graham, John G.	417
Gray, Catherine U.	313
Greenhood, Charlotte S.	231
Grinnell, E. E.	245
Groff, Mrs. H. E.	403
Gurkhalter, Mrs. F. L.	22
Gwinn, J. M.	224; 494

H	
Hamilton, R. L.	390
Hampton, Chas. L.	16
Harbeson, John W.	319; 409
Hartwell, E. G.	225
Haydock, H. B.	13
Heaton, T. L.	577
Helms, W. T.	86
Hepner, Walter P.	574
Heron, A. R.	239
Hill A. H.	425
Hill Merton E.	85
Hobbit, Orpha Bennet	107
Holbrook, C. R.	427
Hopkins, W. K.	389
Horn, Ernest	23
Hughes, Chas. C.	419
Humble, Marion	577
Hunter, Fred M.	83; 320; 389; 406

J	
James, Roy Walter	697
Jensen, George C.	304; 687
Jessup, A. S.	390
Johnson, Elba	570
Johnson, H. C.	423
Johnson, Thomas E.	699
Jones, Eugenia West	624
Jones, Olive M.	494
Jones, W. D.	419

K	
Kemp, W. W.	561
Keppel, Mark	24; 493; 565
Koch, William B.	82
Kottinger, E. W.	406

L	
Lain, Nell E.	495
Lang, Albert R.	97
Lang, Mamie B.	700
Liveright, Ada F.	638
Lobner, Joyce E.	495
Longanecker, F. M.	389
Loper, John D.	389
Lord, Herbert M.	483
Louderbach, Jesse L.	494

M	
MacCaughey, Vaughan	24, 98, 396, 400, 480, 500, 630
Malloch, James M.	309
Marcen, Mrs. E.	22
Markley, Rachael	696
Marston, Mrs. W. H.	707
Marvin, Cornelia	642
McClinton, J. W.	705
McKell, David McC.	308
McLane, C. L.	563
Mooney, Mary	72
Moore, Edward Le Roy	78
Moore, Fred T.	565
Morrill, H. N.	417
Morris, Mrs. Earl L.	576
Morton, Francis McKinnon	10

N	
Nattkemper, Leonard G.	13; 245
Newton, Willis T.	392
Norton, John K.	224

O	
Oliver, Bertha	704

P	
Palmer, A. N.	317
Payne, Mrs. J. Bruce	22
Perry, Albert D.	648
Perry, I. D.	629
Pratt, Orville O.	225

R	
Reavis, W. C.	226
Reed, O. L.	225
Reynolds, R. G.	224
Ricciardi, Nicholas	11
Rodgers, Marguerite A.	505
Rose, C. E.	419
Rowe, Lucy	18
Rowe, L. S.	494
Rudasell, Mrs. Ouida	689
Rugh, Chas. E.	565
S	
Salisbury, Ethel Imogene	161
Savage, Dora	567
Schoor, Margaret S.	640
Schulze, Hertha	689
Scott, Izelle Emery	238
Sellards, John A.	703
Sharp, Russell	495
Sheehan, Mrs. John F.	235
Shropshire, Georgia E.	706
Silveira, Margaret Anne	15
Sisson, E. O.	23
Smith, Samuel Francis	636
Smith, Mrs. W. A.	22
Staehling, C. C.	315
Staley, M. Victor	8
Stanley, Grace C.	502; 709
Stephens, W. L.	174; 407
Stewart, Paul E.	415

Strange, A. C.	389
Sweeney, J. D.	175

T	
Teall, Robert J.	106
Tigert, John J.	316
Turner, Mrs. C. H.	19

V	
Van Liew, C. C.	564

W	
Wade, May C.	88
Wale, Mrs. George	235
Waller, Jenivee	243
Ward, David A.	423
Ward, L. C.	390
Washburne, Carleton W.	225
Webster, R. H.	389
Werner, R. T.	503
Whaley, Guy V. and Committee	29
Wherry, L. Elwood	107
White, William Allen	176
Wilbur, Curtis D.	684
Wilson, Harry B.	173; 237; 390; 398; 564
Winn, Agnes	33
Wood, Will C.	24; 41; 113; 323; 413; 541; 562; 651

Y	
Yoder, A. E.	504

2
3
4



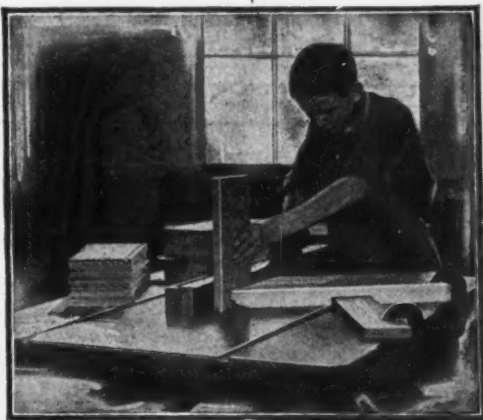
TEACHERS

who have made use of our booklet—

On the Manufacture of a Teacher's Flat Top Desk

will be glad to learn that we have another edition of this valuable treatise on the use of woodworking machinery in the school room.

**FREE
FOR THE ASKING**



As many copies as you can use
WRITE TODAY

**AMERICAN WOOD-WORKING
MACHINERY CO.**

Rochester, New York

DESIGNED EXCLUSIVELY FOR SCHOOL USE

CONTINENTAL

SPECIAL SCHOOL SCALES

The weighing and measuring of school children has developed definite scale requirements which cannot be overlooked. Working in collaboration with child health authorities, Continental scale engineers have met every school weighing and measuring requirement.

The mechanical and quality features thus perfected are indispensable to the efficiency of scale service in schools.

Install Continentals,—the scales designed exclusively for school need. Drop us a line for detailed description and prices.

Designed, Built and Guaranteed by
Continental Scale Works, Chicago, Ill.

Distributed by

C. F. WEBER CO.

601-611 Mission Street

San Francisco, California



SERIES COVERING THE FOLLOWING PERIODS:

- No. 1—1748 to 1763, United States before the French and Indian wars.
- No. 2—1763 to 1783, United States after the treaty of 1763.
- No. 3—1783 to 1800, United States after the treaty of 1783.
- No. 4—1800 to 1803, United States before the Louisiana Purchase.
- No. 5—1803 to 1819, United States after the Louisiana Purchase.
- No. 6—1820, division between freedom and slavery.
- No. 7—1783 to 1853, acquisition of territory.
- No. 8—1854 to 1860, Kansas-Nebraska Act.
- No. 9—1860 to 1861, the Secession.
- No. 10—1783 to 1919, the world and United States.

Special Pricing of Hart's History Aids

Hart's History Aids greatly simplify the teaching of American History when used as a supplement to the text book. The size is 21x14 inches, printed on white paper and hand mounted on heavy manila.

Territorial acquisitions at different periods are depicted in bright contrasting colors. Each map shows the principal events in a clear legible manner.

Especially attention has been directed to the coloring so that each map portrays in a striking manner the particular period covered by it.

A complete explanation of each map is provided, together with suggestions for its use.

Try these maps if you want an ideal and effective method in teaching history.

Sold in sets only. Regular Price \$4.50. Specially priced now at \$3.40 postpaid.

C. F. WEBER & CO.

LOS ANGELES

SAN FRANCISCO

Say you saw it in the Sierra Educational News

PRINTING

The Modern Educational Tool

PRINTING IS AN INDUSTRIAL ART THAT COMBINES CULTURAL AND
MANUAL EDUCATIONAL ADVANTAGES



Language—The raw material of Printing is language—any language. Through the art of Printing the pupil is brought into close contact with the best literature and a desire is aroused for greater knowledge of the mechanics of language.

Spelling—Greater appreciation of accuracy is aroused by means of printing. The sight-sense pupils are most readily taught spelling through type composition.

Grammar—Abstract methods of teaching this important subject are uninteresting. Motivate grammar by means of Printing.

Art—The principles of design are always taught in connection with Printing—"The Art Preservative of all Arts."

Punctuation—"Cold Type" demands a proper use of punctuation marks. Commas, periods, colons, semicolons, quotations, exclamation and question marks mean something to the pupil who is taking printing instruction.

Mathematics—The mathematical problems in Printing are interesting and can be used in any grade from the sixth to the high school.

Drawing—Freehand and Geometrical drawings are used freely in Printing.

Science—The theory of light, heat and electricity should always be correlated with Printing. The laboratory problems should be the making of paper, ink and printers' rollers.

Superintendents of schools and principals are urged to request further information about Printing—the Modern Educational Tool. Write to

F. K. PHILLIPS, *Manager of Education Department*

American Type Founders Company

300 Communipaw Avenue, Jersey City, N. J.

Selling Houses in most of the Principal Cities.
Let Us Tell You of the Nearest One.



Say you saw it in the Sierra Educational News



The Victor Co. has prepared a special course in music for various grades from kindergarten upward, which we will be glad to send a descriptive catalogue of to any principal or teacher.

We are willing to send records to any public school for 48 hours' trial.

Our easy payment plan is available to all schools or individual classrooms.

Please write for information.



RICHARDSON'S
Victrolas TELEPHONE 871-8771 Pianos
727 WEST SEVENTH STREET
LOS ANGELES, CALIF.

UNUSUAL BANKING SERVICE BY MAIL

Write to our *Bank-by-Mail Department* for information about the services of this—

OAKLAND'S
OLDEST, LARGEST BANK

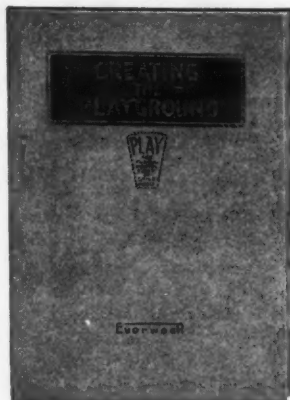
THE OAKLAND BANK

(Established in 1867 as
The Oakland Bank of Savings.)

Commercial Savings Trust
Safe Deposit

12th AND BROADWAY
OAKLAND, - - CALIFORNIA
550-124

Send for Your Copy



Free

Free

CREATING THE PLAYGROUND

A valuable guide for those interested in play problems. Contains suggestions on financing both city and rural playgrounds and other vital relating data which makes it a book you will want to keep for reference.

Send for your Copy

IT IS FREE

THE EVERWEAR
Manufacturing Company

Represented by

C. F. WEBER & CO.
San Francisco
Los Angeles

TEACH BOYS AND GIRLS TO SAVE

An opportunity for you to have this very successful school savings system in your own schoolroom. A package containing directions and supplies for a room sufficient for from 1 to 2 years now on sale.

Order today or write for free booklet.

Duplicate Punch School Savings System
Lynn, Mass.

SCHOOL ENTERTAINMENTS

The best we can buy are found listed in our "Help-U Catalog" of Plays, Drills, Songs, Recitations, Minstrel Material and Special Day Programs.

"The House That Helps"

The Eldridge Entertainment House

Franklin, O., also 944 So. Logan St., Denver, Colo.

ROCKY MOUNTAIN TEACHERS AGENCY

410 U.S. NAT. BANK BLDG. DENVER, COLO.

Wm. Ruffer, Ph. D., Mgr.

BRANCH OFFICES:

Portland, Ore. - - N. W. Bank Bldg.
Minneapolis, Minn. - - Lumber Exch.
Kansas City, Mo. - - - Rialto Bldg.

Professional Placement for Progressive Teachers Discriminating Service to School Officials

THE J. M. HAHN TEACHERS AGENCY

Rests on a record of ten years of successful teacher-placement in California. Serves all Educational Institutions—Kindergartens, Elementary and Secondary Schools, Normal Schools, Colleges, and Universities.

No registration fee

Correspondence invited

J. M. HAHN
Blanche Tucker } Managers

Phone Berkeley 811

Rooms 35-38, 2161 Shattuck Ave.
Berkeley, California

DIPLOMAS

WITH LEATHER COVERS—IN ALL SIZES

PACIFIC ENGRAVING CO.

316 West Pico Street

Los Angeles

Edwin H. Flagg Studios

Facilities • Experts • Results



Design, Construct and Install Modern Unit Scenery, Fabric and Velour Curtains, Properties and Lighting Effects. Also Maintain a Helpful Service Gratis. Drops or Complete Productions for Rent.

NEW LOS ANGELES STUDIOS
Fountain, Bates & Effie Streets
(Sunset Blvd. near Hollywood Blvd.)
SAN FRANCISCO STUDIOS
1873-83 Mission Street

The Draper Sanitary Roller Shade



Patented Jan. 8, '07, Aug. 7, '23

THE DRAPER LINE OF ADJUSTABLE
COTTON DUCK SHADES

Manufactured by

The Luther O. Draper Shade Co.
Spiceland, Ind.

ARE DISTRIBUTED BY

G. F. WEBER & COMPANY

601-609 Mission Street
San Francisco



Superintendents and Principals Attention!

THE SECOND SEMESTER IS AT HAND.

Have you a seat for every pupil who will knock at your doors for admission? If so, we congratulate you.

If not, permit us to call your attention to our AMERICAN PLATE STEEL DESK—both automatic and adjustable. It combines beauty, strength, rigidity, and durability.

We carry a large stock in our warehouse that enables us to make shipments the day of receipt of your order.

Prices quoted on application. Your order is solicited.

Remember, if the schools use it, we supply it.

**THE JONES
BOOK STORE**

Telephone: 874-311

426-428 WEST SIXTH STREET

LOS ANGELES, CALIF.

984c
535
v. 20

EDUC
LIBRARY

SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association and the
California Congress of Mothers and Parent-Teacher Associations
Published Monthly by the California Council of Education
Editorial and Business Offices, Phelan Bldg., San Francisco

The Sierra Educational News is a member of the Educational Press Association
of America and is published in accordance with the standards of that organization.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council... Managing Editor
VAUGHAN MacCAUGHEY... Associate Editor

Advisory Editorial Board:

W. T. Helms, Richmond	E. I. Cook, Sacramento
Miss M. L. Richmond, Hanford	Miss Edith McGeorge, Eureka
A. H. Mabley, San Luis Obispo	F. L. Thurston, Los Angeles
JAMES A. BARR	Advertising Manager
MABEL BOGGESE	Circulation Manager

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under
Act of Congress, March 3, 1879.

Subscription, \$2.00 per Year

20 Cents per Copy

Vol. XX

JANUARY, 1924

No. 1

CONTENTS

	Page
FRONTISPICE— <i>Ring Out the Passing Year</i>	8
EDITORIAL:	
Some Pertinent Queries.....	A. H. C. 9
The N. E. A.	A. H. C. 10
Council Reports	A. H. C. 10
State Aid for Vocational Education.....	Nicholas Ricciardi 11
Philosophy	Leonard G. Nattkemper 13
Home Teachers in California.....	Anne M. Godfrey..... 14
Visual Instruction as an Aid to Teaching.....	Anna V. Dorris..... 14
California's Rural Schools.....	Margaret Anne Silveira..... 15
Teaching Good Citizenship Through Physical Education.....	Charles L. Hampton..... 16
A New Educational Foundation.....	Lucy Rowe 18
Official Department California Congress of Mothers and Parent-Teacher Associations:	
From the South.....	Mrs. C. H. Turner..... 19
Los Angeles Federation.....	Mrs. Edgar W. Cook..... 19
The Berkeley Federation.....	Mrs. F. P. Butterfield..... 21
The California Districts.....	
Bakersfield P. T. A.	Mrs. J. Bruce Payne..... 22
Santa Cruz	Mrs. E. Marcen..... 22
Work of the Oakland Federation in Child Hygiene.....	Mrs. F. L. Gurkhalter..... 22
San Francisco Congress of Mothers and Parent-Teacher Associations	Mrs. W. A. Smith..... 22
California Teachers' Association—Central Section.....	23
Central Coast Section—C. T. A., Digest of Resolutions.....	26
California Teachers' Association—Bay Section.....	27
Teachers' Institutes and Association Meetings.....	Ernest P. Branson, Chairman 27
Teachers' Retirement Salary Fund.....	E. P. Clarke..... 28
The Single Salary Schedule.....	Guy V. Whaley, Chairman 29
FROM THE FIELD:	
Eighth Grade	33
A Transcontinental Message.....	Agnes E. Winn..... 33
Ten Worthy Years.....	33
The History Inquiry.....	34
The Glendale Report.....	34
The Elementary School of San Jose Teachers College.....	George E. Freeland..... 35
Supervisors and Principals.....	35
A Good Opportunity.....	49
Educational Literature	36
Notes and Comment.....	41
California State Board of Education.....	41
Roll of Honor (No. 2).....	64

366552

RING OUT THE PASSING YEAR

RING out, glad bells, the passing year;
Ring out the grievous fret and care;
Ring out the losses and despair;
Ring in the New Year's hope and cheer.

Ring out the lust that drags men down,
That fans the flame of base desire;
Ring in God's consecrating fire,
And virtue's ever beauteous crown.

Ring out men's awful hate and strife;
Ring out the stubborn human wills;
Ring in all sacrifice that thrills,
Regenerating sordid life.

Ring out low greed in selfish marts,
That drives all weakness to despair;
That loses sight of all that's fair;
Ring in the reign of generous hearts.

Ring out men's lack of brotherhood;
Their loss of faith in man and God;
Ring in the path the saints once trod,
With all their selfless toil for good.

Ring out the wars that curse the earth;
The mark of Cain upon the brow;
The thirst for blood that blinds men now;
Ring in the world's diviner birth.

Ring out all jealousies of race,
Of red, brown, yellow, black and white;
Ring out the creed that Might makes Right;
Ring in the joy of God's sweet grace.

Ring in Christ's love with gentle sway,
When want, and sin, and hate shall cease;
Ring in the Golden Age of Peace;
Ring in God's great Millennial Day.

—Dr. M. Victor Staley.



EDITORIAL



It is fortunate that the great metropolitan dailies, as well as the popular magazines of the day, encourage readers to write for publication, items of suggestion, criticism and critique. Frequently such contributions are of little value. Again, they are pointed and timely.

Not long since the following communication was received by one of the large city dailies in California. The letter begins:

"Dear Journal:

"Like every other fond parent, I feel I must say something about teaching and the questions you printed last Tuesday. I live down the peninsula—one of the sections San Francisco ought to annex—and I find I am very ignorant on school questions. I have only been in this state a year, so perhaps you will answer my questions and help me out.

"1. If there is a law limiting a class to 35 pupils, why do we have over 50 in our first room?

"2. If the state provides books and supplies, why do we have to purchase pencils and blank books?

"3. If the law says no home work, why do our children have to prepare lessons every night for an hour or two?

4. If safe transportation is provided in this state, why do our children have to cross highways and trainways without police?

"5. If schools keep nine months out of the year, why do we have to pay our teachers for three months of vacation? Why don't we have sessions all the year, like Stanford?

"6. If teachers are professionals, why aren't they on call at all times, and not just through school hours?"

Extended comment on these questions is unnecessary. It may be remarked in passing, however, that should the studied plans of the reactionary forces in California be carried for-

ward successfully, the first grade classes would be not 50 in number, but 60 or 70. Indeed, it is regrettably true, that even now there are many classes with a membership that exceeds 50.

The second query is to the point. Unless the local community sets itself the task of providing books and equipment, there will in some places be a sad lack of the necessary school adjuncts. With entirely inadequate budget provisions for education and with unfulfilled obligations by the state, it is left to the local communities and districts to burden themselves still further or permit their children to suffer through inadequate training.

As to home study, young children should of course not carry home from school assignments for the day following. If, however, children in the upper grammar grades or high school are overburdened with school work, we have not yet been able to discover few of the guilty teachers.

Too great protection cannot be given boys and girls on their way to and from school. Every safeguard should, of course, be thrown around them thus to avoid dangers and accidents.

The question of a continuous school, twelve months in the year, has long been under discussion in the United States. We wonder how many parents would wish their children to attend school constantly for twelve months. We wonder how effective our teachers would be or how long they would stand up under the strain, did they teach continuously. We wonder how long we could hold teachers in the profession or how we should at the present salary be able to recruit competent people, did we pay for nine months only a salary three-fourths as large as now we pay for the year. We wonder what the teacher would do the other three months, in order to make up for

loss of income, if she were engaged for nine months only and paid for nine only.

Our interrogator does not know that, as a matter of fact, teachers are on call the entire year. As a matter of fact, three months of so-called vacation is today used by a large proportion of teachers in attendance at summer schools, special classes, etc., or in private study or travel. In this way they are sacrificing some of their nine months' salary in the interest of better preparation and professional growth. Valuable as this work is, we are sure that in many instances studious and serious-minded teachers owe it to themselves to use their summer vacation time to recreate and recuperate, rather than in pursuing advanced study. Here is a matter for investigation on the part of a committee of the Council of Education.

A. H. C.

THE development of the National Education Association in power and importance is conditioned in no small degree upon the continued growth in membership. It has always been the fact that in a given year the membership was large in the city and state

in which the annual meeting was held. It has usually been equally true that such membership rapidly dropped in that city and state the year following. This made the membership not only fluctuating, but entirely inadequate.

It is cause for great gratification that this year in California the membership not only holds up to last year's standard, but is constantly advancing. From every quarter of the state comes the same report. School after school sends enthusiastic greeting and announcement of a 100 per cent membership on the part of the corps.

This is as it should be. The great national organization, in its results for accomplishment to school, teacher and education generally, is second only to the State Teachers' Association. It is significant that the school reporting 100 per cent membership in the C. T. A. is usually

the school that is also strong in membership in local and national bodies. Professional spirit will tell.

A. H. C.

WE wish it had been possible for every teacher in California to have attended the meeting of the Council of Education on December 15. This meeting took place in Los Angeles, with nearly the entire membership of the Council present. This delegate body, assembled from all parts of the state, demonstrated fully its democratic character and its fitness to represent all of our educational forces. From first to last the session devoted itself to the business of the schools. The members of the Council had as their one desire service to the children, the teachers and the cause of education.

The Committee reports given will later be published in full. These reports were timely and represented heroic work and exhaustive investigation on the part of committee members. Such reports as those presented and discussed at the meeting constitute a real contribution to the educational literature of the time. Teachers generally should read these reports to appear in our February issue.

A. H. C.

A PLACE FOR ME

MY Father has need of the birds and flowers.
A place for each beautiful tree,
And so I am sure in His wonderful plan
There's a place and a mission for me.

He has a good purpose in all he has made,
And surely I know it must be
That when He pronounced His creation all good,
He meant something lovely for me.

So wherever I go and in all that I do
I crave the clear vision to see
My place in my Father's own wonderful plan.
My task and His blessing for me.

I'd like to use all my talent and time,
And ever so faithful to be
That God should not miss any service of mine
To perfect His purpose in me.

Then I must look close through the days as they
pass,
The signs of His guiding to see;
And be glad that my Father's own loving good
plan
Included a mission for me.

—Frances McKinnon Morton.

STATE AID FOR VOCATIONAL EDUCATION

NICHOLAS RICCIARDI

President California Polytechnic School

PRESIDENT COOLIDGE has said that the measure of success of the nation is not the quantity of merchandise but the quality of manhood which is produced.

The best means yet devised to produce the right quality of manhood is education. That is why a prominent banker has said that "the money we put into education is the best investment on earth."

Much has been said recently about spending too much money for education. Most persons who say that we are spending too much money for education haven't made even a superficial examination of educational expenditures.

At a meeting of a county economy league an old gentleman got up, and with a good deal of feeling, almost shouted, "I tell you, gentlemen, we're spending too much money for education." He was roundly applauded. He made absolutely no argument to support his statement. When this gentleman was told that we're actually spending only one-seventieth of our national annual income for education he expressed genuine surprise.

We are spending \$1,000,000,000 for education every year. That's a good deal of money; but we must not forget that the nation's annual income is \$70,000,000,000. We are far from being extravagant in our educational expenditures. Would you consider a man who is earning \$70.00 a week extravagant if he should spend \$1.00 a week for the education of his children?

"Every time you make a boy a trained worker," a banker remarked, "take him out of the unskilled class and put him into the skilled class you more than double his earning and producing power. For that reason", he said, "the money we put into education is the best investment on earth."

"We can never spend too much money for education," he went on to say, "providing we spend it wisely. What we should be concerned about, is not how much money should be spent for education but rather how much money are we putting into education, are we putting enough money into education and are we spending it wisely?"

Any critic may tell you that the salaries of teachers have increased enormously — from \$96,000,000 in 1890 to \$436,000,000 in 1920. He will point out that the enrollment in the ele-

mentary schools has increased from 13,000,000 to 22,000,000 between 1890 and 1920. He will call attention to the marvelous increase in the high school enrollment—from 200,000 in 1890 to 2,000,000 in 1920 and then he will emphasize the total cost of education—from \$140,000,000 in 1890 to the enormous amount of a \$1,000,000,000. "Think of it," he will say, "one billion; that's too much money for education." The critic's attention should then be called to the fact that we are doing an enormous business.

We are engaged in the great and vital undertaking of making efficient workers and efficient citizens, the real producers of the nation's wealth, the men and the women who determine the national annual income and make possible the services rendered by the nation to its citizens and to the world at large.

In this great and vital undertaking, the cost per pupil per year is not high. We are spending about \$41.00 per pupil per year for elementary and secondary education combined; \$480.00 per student per year for professional training and only \$27.00 per student per year for non-professional training. The total educational expenditures amount to about four-tenths of one per cent of the nation's wealth. We are spending nearly 18 times more money for professional training than we are spending for non-professional training; and nearly 12 times more money for professional training than we are spending for elementary and secondary education combined.

How many, do you suppose, enter the professions? How many enter the non-professional walks of life? About 63 out of every hundred are graduated from the elementary school; about 34 out of every hundred enter the high school; but only about 14 are finally graduated from the high school. In other words, out of every hundred to enter the elementary school 86 for some reason or other drop out without completing the high school work.

What becomes of them? Secretary Hoover very emphatically states that these young people need non-professional training. Training for them, he says, is equally as essential as training for those who enter the professions. The untrained worker is a community liability. The trained worker is the community's best asset. The program for professional training

turns out trained workers. It is a definite, comprehensive, clear-cut and state-wide program. The state ought to have a program for non-professional training, just as definite, just as clear-cut, just as comprehensive, just as state-wide, to train young people for the non-professional walks of life.

Ninety out of every hundred need non-professional training. Not more than ten out of every hundred take up professional training, in the junior colleges, teachers' colleges and the universities. For the ten out of every hundred we have a satisfactory program. A big business man, community leader and school director said: "So far as the boys and girls headed for the university are concerned, our system of public education is filling the bill; but as yet we haven't a satisfactory system for handling the boys and girls who are not headed for the university. If it's good business for the state to give financial aid for professional training, why isn't it good business to do likewise for non-professional training?"

Last year, of the \$13,000,000 spent for non-professional training, the federal government gave to the states 22.7 per cent of that amount the states appropriated 28.7 per cent and the local governments appropriated 48.6 per cent. The local governments appropriated for non-professional training nearly half of the \$13,000,000 spent for that purpose. Why should the states shift nearly two-thirds of the financial responsibility for non-professional training to the local and federal governments while they assume full responsibility for professional training? If the states give enough money to train young people to become good lawyers, why should they not give enough money to train young people to become good farmers?

The practice of the states is steadily growing, of shifting the financial responsibility for non-professional training to the local governments, and is resulting in increasing the number of young criminals. Today between 700 and 1,000 men and women will be sent to jail. That's the daily average. That's startling enough, isn't it? But more startling still is the statement made by former Governor Brumbaugh of Pennsylvania. He said that 71 per cent of those confined in the penal institutions of our country are under 21 years of age.

Nearly three-fourths of the inmates of our prisons are young people who should just be entering upon their life careers. Is it any wonder that John Ruskin over sixty years ago said that young people should be trained for the

work they could best do and that, if that were done, the reduction in crime alone would pay many times over for the schools established to give such training?

We have a sound program of education for the young people headed for the professions; and we find that it pays. For instance, the boy who plans to enter any one of the professions is usually guided into the work he likes best and can best do. The courses in the elementary and high schools are carefully planned for him. When the teachers know that a boy is going to the university they watch him carefully, give him advice and encouragement, and in every way possible help him to enter the university with the best record he can make. When he does reach the university his lower division work is planned to bring out his aptitudes. He really gets prevocational courses in the lower division.

In the junior and senior years he gets the vocational training he needs to fit him specifically for his life work. During his college career he is given guidance by the dean of men and, finally, when he is graduated, he is assisted in getting satisfactory employment by the University Placement Office. So we may say that the program of professional training does provide organized vocational guidance, vocational training and placement. It gives the kind of education Ruskin believed should be given to young people to get the best results.

That's the program of education for which we spend \$240,000,000 for professional training and \$1,000,000,000 for elementary and secondary education combined. It's a worthy and wise program. It pays many times over, as Ruskin said. We ought to show the same wisdom in providing a program equally as satisfactory for non-professional training. To quote Ruskin again: A satisfactory program for non-professional training will pay many times over in the increased number of trained, contented and law-abiding workers and citizens and in the reduced number of young criminals.

Are we short-sighted in California in the provisions made for non-professional training? For the next two years the state has appropriated over eleven and one-half million dollars for professional training and less than one-half million dollars—\$480,000—for non-professional training.

We are not getting enough money from the states for non-professional training. The states are yearly giving less and less for non-professional training. For instance, of all the money

appropriated for non-professional training by the federal, local and state governments, the states contributed in 1918 31.9 per cent, in 1922 they contributed 28.6 per cent. On the other hand, the local governments contributed in 1918 43.6 per cent and in 1922 48.6 per cent.

Why should the states give less than one-third of all appropriations made for non-professional training while they assume full responsibility for professional training? That is a pronounced injustice to the young people who want non-professional training. Particularly does it work an injustice to the boys and girls who live in small towns and rural districts where it is impossible to raise enough money by local taxation to support the kind of schools needed to give non-professional training.

Fifty per cent of the boys and girls between the ages of fourteen and twenty live in small towns and rural districts; so that, even if we should assume that it is right to take care of non-professional training by local taxation, only fifty per cent of our boys and girls, between the ages of fourteen and twenty, would get consideration—that is, the fifty per cent fortunate enough to be living in the communities that can raise, by local taxation, the necessary funds for non-professional training.

Let us assume that a boy wants to be a printer, auto mechanic or dairymen—that he wishes to be trained for any of the non-professional walks of life, and lives in a small town or rural district where he can not get locally the training he needs to fit himself for his life-work. Surely that boy ought to be able to go to a state institution where he can get the training that he needs, just as any boy now does who wants to be trained for any one of the professions. Any boy living in Susanville or Brawley, in San Francisco or Los Angeles, ought to be able to get the training which he needs for his life work in a state institution if he cannot get it locally, regardless of whether or not he wants to enter the professional or non-professional walks of life.

The state ought to take care of both, the boy who plans to enter the professions and the boy who plans to enter the non-professional walks of life, if we are to talk sincerely of democracy in education and equality of educational opportunities. Full justice to all the young people of the state would dictate that that be done. If we say that that cannot be done because we haven't enough money, we are not honest with ourselves; we are spending more money now on our penal institutions

than we are spending on education, and we must remember that "the finest prison conceivable is only a monument to neglected youth."

Youth is, indeed, neglected when provisions are not made to give non-professional training as thoroughly as we now give professional training. It is quite obvious that we cannot do that in California during the next two years when we have over \$11,500,000 for professional training, for the ten out of every hundred who enter the professions, and \$480,000 for the ninety out of every hundred who go into the non-professional walks of life.

The issues, therefore, that the people and particularly the parents and teachers must settle, are involved in the following questions:

1. Is training for the non-professional walks of life equally as important as training for the profession?
2. Is it the responsibility of the state to provide as adequate financial support for the young people who want non-professional training as it now provides for young people who want professional training?

The people want to do the young people of the state full justice. They will, without doubt, do the right thing when they are thoroughly informed. And when the non-professional training program is as thoroughly organized as the professional training program now is, it may then be said, in the words of an editorial writer: "We are on the final stretch of the road that leads to real civilization."

PHILOSOPHY

LEONARD G. NATTKEMPER
Head Oral English Dept.
Long Beach High

THAR ain't a bit o' fun
Jest to saunter out
Without no shootin' gun;
'Cause when you see a rabbit
You can't jest reach an' grab it.

To foller up a crick
Ain't much to satisfy
Without no fishin' stick;
Besides a lot o' wishin',
You've got to do some fishin'.

With life it's jest the same,
A trailin' day to day;
You can't jest make a name,
By settin' down an' shirkin'—
You've got to do some workin'.

HOME TEACHERS IN CALIFORNIA

ANNE M. GODFREY

U. S. Naturalization Service, California

ON September 22, 1922, the President of the United States signed a bill which, with certain reservations, gave independent citizenship to women. The passage of this bill has added to the responsibility of the educational authorities, as it is now necessary not only to teach foreign-born women the English language, but they must also be prepared to pass the citizenship examination.

In 1920 there were approximately 350,000 foreign-born women in California, and one may estimate that at least 150,000 to 200,000 are unable to speak English. The only way in which they may be reached educationally is through the services of a home teacher.

Although many communities in California are maintaining evening schools for adult foreigners, very few are meeting the need of foreign-born women by maintaining home teachers. Los Angeles probably leads the United States in regard to the Americanization work, particularly in the number of home teachers. There are forty-one full time and forty-four part time home teachers during the past year, who assisted thousands of foreign-born women to adjust themselves to American life. In contrast to Los Angeles, San Francisco maintains only two home teachers, one of whom was for several years employed by the Council of Jewish Women, and the other by the San Francisco District of Federated Women's Clubs. Both of these teachers were taken over by the school board two years ago.

When the Americanization work of the State of California was transferred from the State Immigration and Housing Commission to the State Department of Public Instruction, the burden was placed upon the high school districts of the state. As the new method of teaching is through home classes, instead of individual instruction, it permits the use of state and county money. It has been proven that a high school district employing a full-time trained home teacher is able to meet the needs of the community with very little demand upon the local taxpayer, as the salary of said teacher is almost entirely met by the income from the state and county per unit of attendance.

To handle the work successfully the teacher must be well trained. If her salary is to be paid by high school money she must hold a secondary certificate plus the special Americanization certificate. This certificate now means two units of methods in teaching English to foreigners, two units in racial backgrounds, and two units in American Institutions. Various educational institutions in the State of California are now offering Americanization courses, so there is no dearth of trained teachers for Americanization work. It is urged that all communities having a foreign-born population will soon establish not only the evening classes, but will assist their foreign-born women by the maintenance of home classes.

VISUAL INSTRUCTION AS AN AID TO TEACHING

ANNA V. DORRIS

Director of Visual Instruction, State Teachers College, San Francisco

BOOKS can only interpret experiences. They are not a full substitute for actual experience. Children are often considered "dull" because they find it difficult to get content from the printed page. The subjects of geography, history and literature offer rich fields of real experiences, yet how often the richness and life have been removed from them. They are presented to children as dry facts apart from life and human affairs. Abstract teaching is now giving place to thinking in terms of things and concrete situations that affect life today. Children cannot readily transport themselves into the foreign civiliza-

tions and understand or appreciate the life, customs, or traditions of peoples of far distant lands, simply by reading long printed descriptions.

The San Francisco State Teachers College introduced comprehensive courses in visual instruction last year, primarily to meet the needs of bay region teachers. We began with two guiding objectives, namely,—(1) to provide guidance as to good practical methods of using such materials; and (2) to encourage and aid schools and school systems in equipping for larger and more systematic use of visual instruction.

The appreciative responses from principals and teachers proved that there was a real need for such courses. They were well attended throughout the year and during the summer session. Six school systems and twenty-seven schools were represented.

The main course given at Teachers' College consists of lectures, demonstrations of the uses of all visual materials, reports of progress on individual problems, and laboratory work. In the lectures are such topics as the uses of visual instruction, practical pedagogical methods of procedure in the class room, special uses and sources of supply of all visual aids such as pictures, charts, maps, globes, graphs, stereographs, slides and films; how to start a distributing center, how to equip schools for visual instruction and ways and means of earning money for equipment.

In the demonstration feature of the course, type lessons are presented by the instructor and by members of the group. The aim is to illustrate how class work is developed through the use of visual aids. The illustrative lessons are drawn from geography, history, current events, nature study, health, safety and the like.

The second type of service consists of field

work. Upon request the instructor visits principals and individual teachers in their schools to give concrete help in solving their daily problems in the field of visual instruction. As a result of the field work twenty-one schools were visited last year from one to four times. Twelve out of the twenty-one schools are now fairly well equipped to carry on visual instruction work. Three started school libraries with a small visual center. Every teacher upon finishing her course had accumulated a personal collection of well-mounted pictures, exhibits, charts, and graphs to enrich her own classroom teaching. The improvement in the school rooms of teachers taking these courses seems quite remarkable. The rooms became real living workshops with attractive illustrative material on the walls, the library table, and in the cabinets. Boys and girls were beaming with interest and enthusiasm because they were learning to solve real life problems in a natural, interesting way.

This year the Teachers' College is offering not only the regular Saturday courses in visual instruction to teachers already in service, but is also offering a new course in "world geography" by visual instruction, as a means of bringing about a mutual understanding and appreciation of the peoples of the world.

CALIFORNIA'S RURAL SCHOOLS

MARGARET ANNE SILVEIRA, Hayward, Cal.

THE Rural School! Are we forgetting the brave little landmarks whose part in our history has been so vital and so valiant! So readily do we follow today the crowds cityward that the sturdy pioneers of our great system of education too often have been consigned to the remote background, together with other oldfashioned things like top buggies and kerosene lamps.

The nature of country life and country problems develops resourcefulness and strength of character. The beauty and majesty of God's outdoors furnish the best of food for the growth of imagination and of sympathy. With understanding guidance, we may look ahead and see our nation with firm, wise and disinterested leaders. Yet how few of us choose to preside at the little shabby rural school, save as a stepping-stone to positions in the larger towns and cities. There we may be mere cogs in a huge machine; here in the country we can be the living soul itself of our school.

I wish I had power to pen the inspiration and happiness that California rural schools have been to me during my ten years' experience in various localities and among many conditions of people. The rewards have been so boundless, that I would not exchange my spiritual treasures for all the fame and power and gold in this Golden State.

I offer a brief description of the "rural schools I have known." One or another will be familiar to every teacher. I would love to have your own little district schools pictured here with my own.

My first school term was served in a little home-made schoolhouse among the "cattle country" hills of Monterey County. The population there was made up chiefly of Virginians, with all the famed hospitality and bighearted friendliness of the old South. The children inherited the charming traits and graces of their elders, and school there was a long happy holiday! After school the wholesome diversions of horseback riding, surprise parties;

old-fashioned dances (wherein old and young joined with equal merriment); the absorbingly entertaining "Literary Society;" and even church, when an itinerant preacher found his way amongst our hills;—all these made me feel that I had reached the teacher's Valhalla.

Next were four years full of every sort of interest, spent among the Santa Cruz foothills. There I found the children rough little diamonds, delighted to be "polished" and proud and glad of every new gleam and sparkle. Can you imagine this roomful of happy country children, regretting almost tearfully the advent of vacation! Can you see them welcoming the re-opening of school with much heartier acclaim than even the most sensational movie can win from our precocious city youngsters! The eagerness and joyous expectancy with which each gingham girl and overall boy faced each schoolday never failed to inspire their fortunate teacher.

From that school I carry one special memory precious above all other. Several years after his graduation one of my former pupils was frightfully injured, having his right arm fairly torn from his body. During convalescence he wrote to me, telling me that only by living over again in memory the happy schooldays at the little old schoolhouse could he bear the pain and horror of his affliction. When the lessons learned in rural schooldays can help young people to face tragedy and disappointment, we teachers are many times compensated for the time spent away from cities, or a little inconvenience now and then when perhaps we had to fill our pitcher at the pump, or eat with the hired man.

Another year that passed like a vivid kaleidoscopic dream was spent in the foothills of the Sierra Nevadas, the scene of the great 1849 Gold Rush. Abandoned mines and deserted houses, abounding in relics, seemed like spirits of an enchanted past. The miners at the hotel delighted us with quaint tales and anecdotes. No other woman can become so truly a part of the life of the community, nor have such close access to all the treasure troves of its heart, as can the teacher. Her simple courtesy and interest are wondrously repaid.

At the mining-country school the discipline problem was difficult at first, as a half-dozen unruly boys had the school under their control. Plain everyday comradeship proved the solution. I gratefully attributed my good fortune in "reaching" these lads, not to any clever

plan on my part, but just to my love for their country and my unfeigned interest and enjoyment in everything that was their life. Their response was almost pitifully quick and fine, and proved too clearly the previous absence of sympathy and kindly understanding. As always, I learned far more than I could ever teach.

Once more the scene changes to another county; there my home and school were at a combined health and pleasure resort. Across the road and occupying many hundred acres, was a religious community. Around all was majestic mountain scenery. There abounded opportunity for acquiring fresh outlooks,—mental and physical,—another great reward of rural teaching.

Let my devoted love for the country and the country school be my apology for any sentimentality in the simple tale I have tried to tell. I wish that I might persuade one teacher somewhere to pack her trunk with old clothes and her heart with new hopes, and spent the next term in some little rural school, herself the inspiration of a score of the earnest childish souls who are waiting hungrily for help and friendship.

TEACHING GOOD CITIZENSHIP THROUGH PHYSICAL EDUCATION

CHARLES L. HAMPTON

Principal Tomales Joint Union High School

THE great work of our public schools is to raise the standard of citizenship. Can we expect a nation of sixth graders to efficiently shoulder the responsibilities of a good citizen? There is little wonder why we are charged with indifference to our social responsibilities. Military statistics showed that 40 per cent of the men from the ages of twenty-one and thirty-one inclusive, a period of life when they should be in their very prime, were found physically unfit to defend their country, their homes and their dear ones in time of need. A great percentage of this unfitness was due to ignorance and neglect in matters of physical exercise, hygienic and proper diet, a condition which could be eliminated by compulsory physical education. The youths must be made to realize that the first step toward patriotism is the developing of a rigorous body so that they can serve their country when called upon. The army test showed that one man out of every four of the first conscription was unable to read and understand a newspaper or to write

a simple letter home. Annually a half billion dollars are lost by every 30,000,000 wage earners in the United States through sickness, and the cost of crime exceeds that of education.

It is no longer necessary to champion the games and athletic contests so common throughout the public school system of the state. They have rapidly predominated over the formal discipline method, viz.: Swedish gymnastics, German drills, etc., which have no social value for character building in a democracy.

Since athletics, associated with play and contests, is coming to occupy the major part of our scheme for physical education, no attempt will be made at this time to distinguish one from the other.

We will always have a commercial aspect to our physical education, due to the interest of the public and the press in our athletic contests. Still, this should not be considered a very serious problem, because athletics have become a part of the school course under the control of the faculty, with the associated students cooperating. In this respect we have made notable progress during the last ten years. The downtown coach, with his salary coming from the student body and his headquarters at a local pool hall, is just about extinct. Compulsory physical education has hastened his extinction, which was none too soon. How many of you have had the embarrassing experience in the past, under the old system, of trying to combat the evil influence upon the boys of your school by a town sport for a coach? We have reached the time when we choose a decent hero for our plastic youths, one they need not seek at evening in local pool halls nor worship on Sunday with all their impressionable souls in a grandstand at the local baseball park.

We are coming to look upon the athletic field and the gymnasium as laboratories for political training in citizenship. Good progress has been made in the solution of the technical problems peculiar to physical education, viz., control of growth handicaps, physical tests, health education, etc. Now it appears that the time is ripe for a special get-together on the problem of teaching good citizenship through physical education. Some definite and concrete suggestions are bound to result. One thing we are sure of in the solution of this problem is the advisability of selecting the right kind of trained men and women who have the aims and ideals essential to the suc-

cess of our program. Since the universities provide physical trainers, perhaps it would be a good idea for our representative, the Committee of Fifteen, to confer with the universities and determine what qualities we desire for our future candidates for physical education. A star athlete may or may not fill the bill, all depending upon whether or not he can fit into a comprehensive scheme of physical education where moral character and good citizenship is the chief concern.

Candidates for the job of physical training instructor in the high school must have the personality and character which will attract our youths. They should be fine specimens of physique. They should be clean, fair and square in every way. Their habits should be beyond reproach. One of the most disgusting things is to see a coach smoke in the presence of his boys. In fact, he should not smoke at any time, because he is the member of a faculty that the students will imitate the most. There is altogether too much smoking by boys of high school age as it is. Matters will not be helped with the most influential member of the faculty setting the example.

The coach or director of physical training, by virtue of his or her position, has more influence upon the boys and girls or the whole student body, for that matter, than any other member of the faculty. If he is vulgar, addicted to bad habits, this evil influence will soon show its effect upon the student body. However, his influence can work a tremendous good if his character and habits are irreproachable, and if he is a natural leader, capable of arousing enthusiasm and stimulating good sportsmanship.

The formal atmosphere is not predisposing for the reaction of the student's true character. It has often been stated that if you want to get at the true character of an individual, get him to play and he will soon be off guard and his true self will be asserted. During the routine of the workaday life, the average individual is more or less masquerading his personality. The school system that does not provide ample time, space and equipment for organized play for its students, is passing up a great opportunity for character development.

The athletic field is the best place in the school plant to train for democracy. The boy who perfects himself physically, is obedient to the rules of the game, plays fair and clean and cooperates to make the team a success, will be respected by his fellow mates, regard-

less of whether he is black, brown or white; whether from wealthy parents or from parents of no financial standing. In an artificial atmosphere, especially under formal discipline, this would not hold true—noses would go up. The developing of leadership is a natural process on the athletic field. Personality and ability through actual achievement is the guiding principle which influences the election of a captain or a manager. The students may be informed in the civics class that in order to be a good citizen they must obey the law. As a matter of fact, they are not frequently in conscious contact with the law or else are seldom held to account. On the other hand, in the game they are trained for good citizenship by a coach who is constantly training them to obey the rules or laws of the game. These rules must be kept in mind every moment, in the game. They are taught to play fair and to do team work. Where else in the school system can be found such intensified training in group interest, to think and to act in terms of the social group, rather than the individual.

The question may arise, "What games are most valuable in developing the social instinct and character?" Most of the common games will serve the purpose. Soccer is a splendid game for both boys and girls to develop team work as well as speed, skill and courage. It is not expensive to maintain and has the added advantage of taking care of a large group at one time. Since there is much action in this game, it serves as excellent preliminary training for other athletic contests, such as baseball, tennis and track. Baseball calls for skill and accuracy as well as quick thinking. The various combinations of plays which should be made at a given instance, form a series of complexes which must be solved quickly, thereby speeding up the mental process. A "sacrifice" is not as spectacular as a "homer," still it indicates an attempt at good teamwork. Another good feature of baseball is that the players are constantly hearing decisions of the umpire, or the judge supreme, on strikes, out, balls, and safes, etc. The players may not like the decisions, yet it is good sportsmanship to hold their tempers and refrain from crabbing. Basketball requires intensive teamwork, and therefore has great social value. In fact, it is not necessary to prescribe the game. Any good game that will hold their interest will do. The main point is, how are these games conducted, what character values are aimed at? Do they serve as contests to be won, or do they serve

their fullest possibility by training for good citizenship?

A NEW EDUCATIONAL FOUNDATION LUCY ROWE

AMONG the more recent additions to America's swelling list of great educational funds may be mentioned the Congregational Foundation for Education. Other well known and notable foundations include the Rockefeller, the Carnegie, the General Education Board, the Commonwealth Fund, John F. Slater Fund, Kahn Foundation, etc.

The new Congregation Foundation announces the following objectives:

1. To work out a unified statesmanlike, national educational policy so far as its educational institutions are concerned.
2. To secure closer, more sympathetic and more mutually helpful relations between churches and colleges, while leaving both free.
3. To take on its fair share of the higher Christian education of the Nation.
4. To help its Christian colleges to live up to their Christian calling and heritage.
5. To do its part in greatly increasing the power and prestige of Christian educational institutions.
6. To help individual institutions, at their request, with counsel in financial campaigns, with appropriations to current expenses and with grants for endowment funds as resources shall increase.
7. To secure adequate funds for carrying out efficiently this national policy for education.
8. To bring home to the consciousness of the churches, as well as to their generous givers, the meaning of present day higher education.

During the two years that the Foundation has been in existence it has made grants to some twenty-five institutions. In addition, small designated gifts have been sent to others. A few struggling colleges have been started on the way to self-support. Cooperative movements are under way that may result in united denominational support of a few others.

Dr. George W. Nash, president of the Foundation for Education and for many years president of the State Normal College at Bellingham, Washington, has visited nearly all of the sixty-six institutions of Congregational origin or affiliation. He also made an extended itinerary of the country, early in the year, in an attempt to acquaint Congregationalists with the

(Continued on page 43)

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

FROM THE SOUTH

MRS. C. H. TURNER

Press Chairman, First District

TWO of the most valuable of California's fourteen P. T. A. districts are located in the county of Los Angeles. The First District was originally the entire county. With the growth of population in Los Angeles City there was a consequent large membership in the P. T. A. Several years ago, the association of Los Angeles City Federation became the tenth district.

The First District has been busy with many activities. Many new associations have been organized and have completed their affiliation with the State and National organizations.

The press chairman will present to the State Convention a full-sized newspaper made exclusively of clippings from published articles during the year. Hot lunches are supplied in many schools by the P. T. A. They have received splendid cooperation from the parents. At Pomona County Fair the district had a booth and rest.

Important Conferences

A notable conference was held recently. The principal address was the "Parent and Child in the Home." A round table discussed "Phases of Natural Development in the High School Girl and Boy." The discussion was from three viewpoints—financial, social and religious. A second conference will be held January 10, in Monrovia. The State President will be present.

Long Beach Federation announces the establishment of a home for pre-delinquent girls. This is a new venture for the federation and is being most earnestly supported.

Reading Circles

Reading circles are flourishing and new ones being constantly added. Glendale is making a membership drive. Pasadena is planning for the next state convention. Pasadena's plans are always successful.

Alhambra presented a beautiful pageant on December 6 and 7 on "Spirit of America." It has also just completed a newspaper drive to provide funds for a scholarship. Long Beach held an evening program during Education Week.

LOS ANGELES FEDERATION, TENTH DISTRICT: WORK FOR 1923-1924

MRS. EDGAR W. COOK

Press Chairman Tenth District.

THE fundamental idea of this organization, as set forth by the national board, is educational. To carry mother love into all that concerns childhood in home, school and state. To awaken the whole country to a sense of its duty and responsibility to childhood.

Taking our ideals as "physical, mental and moral training"—as guides for our activities, much effort has been given in the past to the physical and mental sides of the child's life, while the moral side was not so emphasized. Believing that no one's life is complete without the moral training, that side, as defined by "good citizenship," was stressed last year and will be emphasized more again this year.

Helping Foreign Mothers

Every effort is made through our "cottage plan" to assist the foreign mother and adult to learn the American way of living and thinking. The work is carried on by four teachers under the general supervision of the school department. The attendance at the classes is regular and the interest so great that a large percentage complete the term's work. Eighteen attend the morning classes and sixty in the evening. The morning classes are in two divisions. The women in the advanced class rarely miss a day; in the beginner's class many are illiterates and attendance is irregular. The cookery classes are taught to use materials in a wholesome way, stressing the needs of the children. Our federation provides materials for cooking and sewing and milk for three families.

Patriotism

A meeting was held for all the Patriotism Chairmen of the District. The study of the Constitution of the United States was urged and 26 questions were given to be used in each Association.

It is hoped to make all realize more their duty to the foreign born as well as to the native born in helping them attain American ideals.

President Harding said, "The nation at its best will not be better than the aggregate of

all its citizenship. Every citizen has a personal responsibility in this business of training better citizens."

Home and School Aid

The cooperation of the associations made up of members of good financial circumstances, is given to schools less fortunate. Fifty schools are being mothered in this way. Christmas parties as well as showers of food, clothing, toys, household goods and wood were given in December.

Good Films

Monthly meetings with the good film chairman of the different associations have been held. This committee worked with the visual education department. Public schools and library in behalf of Good Book Week, placing one hundred slides in theatres, urging every child to earn a book.

This department in connection with the Federation of Woman's Clubs and other organizations, preview pictures and recommend the best ones to the mothers of our school children. A list of such films is furnished the principals of schools, posted in the libraries and published in the newspapers.

Scholarship

This department is now sustaining forty scholarships. The total amount expended on this work recently was \$582.50.

The annual "Penny Drive" for the scholarship funds was recently held in the schools. The checks that have come in indicate that the amount of the drive will be larger than that of last year. It has been inspiring to know that the contributions coming from our schools in the poorer districts in several classes have doubled. Several checks have come in from outside sources and individual associations are contributing to the department. The goal for this work this year is \$10,000.

Ways and Means

This department is financed by advertisements in and sale of the Tenth District Cook Book.

Many Mens' Clubs are donating to the milk fund for under-nourished children.

In January a county fair will be held. There will be entries made in the following: Jelly, confections, cakes, breads and other cooked foods.

Merchants have donated many valuable prizes such as Hoosier cabinet, electric and gas ranges, vacuum cleaners, etc.

Day Nurseries

The school children are rapidly being weighed and measured. The undernourished cases are recommended for milk and records kept. Splendid results are found from last year's work. Children are in better condition physically, mentally and morally. Parents are also being educated in the proper feeding of children.

There is good cooperation with the department of corrective physical education in endeavoring to establish a milk service in every school with a desire to make it easier for a child to get milk than candy.

County supervisors are cooperating by giving one pint of milk daily to every child on list of county charities. Every child is encouraged to pay for his milk if possible, if not able to pay the entire amount, he brings two or three pennies.

This department is much encouraged by reports like the following: In one room where 50 percent of the children were under weight and the P. T. A. furnished milk last year, this year only five children of the whole room are reported as undernourished.

Membership

The membership committee expects to increase membership greatly during the year, their aim being **FIFTY THOUSAND** members for the District.

At a radio program, over the Los Angeles Times Radio, the superintendent of schools, Mrs. Susan M. Dorsey, spoke of "The Parent-Teacher Association. What it means to the city of Los Angeles." The president, Mrs. C. M. McRoberts, spoke on "The Parent-Teacher Associations." Greetings also were extended by Mrs. C. C. Noble, state membership chairman; and by Mrs. Hugh Bradford, state president. Men of the Manual Arts High School faculty and students of Lincoln High School furnished entertainment. The chairman found her message for child welfare far reaching. Letters and telegrams have been received from Illinois, Iowa, Idaho, Kansas and from many parts of California. The Tenth District feels that the radio program was not for Los Angeles alone. A helping hand was held out to each district in California. Many throughout the world were enlightened as to just what **CHILD WELFARE** work means, as carried on in parent-teacher associations throughout the United States.

Extension

Thirteen associations have been organized

thus far this year, while several others have set dates on which they will organize.

The P. T. A. Clinic Committee gave a luncheon under the auspices of the federation on the first floor of the clinic building, for the board of education and the counsellors of the P. T. A. Mayor Cryer, Chief of Police Vollmer and many others in public life observed the clinic at work before luncheon was served. Mrs. C. M. McRoberts, our president, was toast-mistress. Responses were given by Mrs. Susan Dorsey, Mr. Beman of the board of education, Dr. H. True, director of the school health department, Dr. Nippert, chief of clinic staff, Mrs. E. McManus, honorary member of the clinic committee and Dr. Scott. About seventy-five were present. A direct result of the luncheon, although no such object was contemplated, was the response of the board of education to a request for an X-ray machine, which has been very much needed in all departments.

Thirty-five physicians, most of them working without salary, are serving on the clinic staff.

A health center has been established at San Pedro and is in full working order. Two others are forming, one at San Fernando and the other at Wilmington, both in the Tenth District.

Items

The Sixth District is the proud possessor of a new and successful bulletin. The new "Program Planning," "High School Programs," "Membership" and "Scholarship" booklets are now ready for distribution. A reprint of "What the P. T. A. Means" was also necessary.

The National is sending samples of many valuable suggestions in their new publications: "Membership," "Racial Health," "School Style Show" being among the latest. It has been urged that other districts follow the example of Los Angeles and broadcast radio P. T. A. programs.

Modesto has organized a P. T. A. and is to use this as a nucleus for many more in the city. Among the various places visited this month by the state president, Mrs. Hugh Bradford, were Napa Federation, Manteca, Stockton, Galt, Arbuckle, Chico and Fairfield.

The National is making a collection of the songs sung at state meetings. We sent a copy of our "P. T. A. Song" by Allen Spurr, the blind poet of Alhambra. All districts should send in bulletins to the state office. Petaluma has been continuing its fine publication of last

year and the First District sends out a splendid bulletin.

THE BERKELEY FEDERATION

MRS. F. P. BUTTERFIELD

THE first pressing needs of the Berkeley fire sufferers have been met. The work of the clubs has approached nearly normal conditions. Many activities are still in progress intended to meet the needs of the fire refugees.

Like the mother whose longing for knowledge to help her in rearing her children, started the movement which culminated in the Mothers Clubs and the Parent-Teacher Associations. Many of our Berkeley mothers are seeking more light whereby they may guide the footsteps of the young.

In pursuance of this object some of the clubs are taking study courses, thus going back to one of the original conceptions of our organization which saw it as a "School for Parents."

Two clubs have a year's program arranged comprising lectures and reading. A speaker is heard in the afternoon of the business meeting followed at the home meeting two weeks later by a discussion of the talk and of pertinent books read in the interim. This course is in accordance with the plan presented by the district home chairman.

Another club is taking an extension course from the university. Another has a course of lectures on a variety of subjects. The education chairman of the federation is conducting a study circle whose members are taking a course arranged by the National Congress of P. T. A. and the United States Bureau of Education. Certificates are issued by the bureau to those completing the course.

The federation is sponsoring two classes in parliamentary usage, one for beginners, another for practice work. These classes, conducted by Mrs. Anna Little Barry, are composed for the most part of P. T. A. members.

A new club in one of the junior high schools has embarked upon an ambitious program,—that of acquiring sorely needed playgrounds for their own school and parks and play space for the southern end of the city. There is now but one part of this section and it is situated too far to one side to be as serviceable as one more centrally located. All the other clubs in this part of town will cooperate in the carrying out of the plan.

THE CALIFORNIA DISTRICTS

IN 1897 in Washington, D. C., the National Congress of Mothers was organized as a direct outgrowth of the wave of unrest that permeated the activities of women of our country. An awakening to the narrowness of their lives, and a desire for wider knowledge culminated in the new national movement.

In Los Angeles, May 1900, permanent organization and federation was effected. Since then, step by step, has grown the great state congress which now numbers 83,000 members.

For the purpose of efficiently carrying on the work the state in later years districted itself and now has fourteen districts. The First District comprises Los Angeles County (not including the city of Los Angeles) and has 147 associations and over 1700 members.

The Second District was organized April 4, 1912, San Jose, with Mrs. J. O. Hayes of Eden Vale as leader. Mrs. Hayes is still an interested and advisory member of the organization. In 1912 the district had 53 associations; today, it numbers 12 counties, 189 associations, and has a membership of over 10,000. Mrs. W. T. Blackburn was the first president of the second district. She has been followed by many able and efficient leaders who have lived up to the district slogan "Loyalty with Service."

Uniformity of methods, from state down, has always been stressed as well as extension of organizations within the territory and the outcome has been normal growth and not an inflated membership. The district also for purposes of efficiency is divided into eight federations.

BAKERSFIELD P. T. A. MRS. J. BRUCE PAYNE

UNDER-NOURISHED children are provided with milk by the Bakersfield P. T. A. The milk fund is maintained by donations, rummage sales, musicales, etc. Prominent business men recently gave Mrs. A. B. Harrington, president, \$120.00, which will be used for the milk fund.

Bakersfield also has a good speaker and high grade musical number at each of its P. T. A. federation board meetings.

SANTA CRUZ

MRS. E. MARCEN, Santa Cruz

SANTA CRUZ has a new superintendent of schools, and the Parent-Teacher Associations have found him to be a firm believer in their great motive, child welfare. Superintendent

ent and Mrs. Karl Adams were invited to a recent Santa Cruz federation of P. T. A. meeting. A splendid address was given by Mr. Adams, proving beyond doubt that fine cooperation would progress between schools and P. T. A. The local associations also have had Mr. and Mrs. Adams as honored guests at their social meetings.

WORK OF THE OAKLAND FEDERATION IN CHILD HYGIENE MRS. F. L. GURKHALTER

DURING the school year 1922-23, special effort was made to establish mid-morning lunches of half-pint of milk and crackers in all elementary schools. The P. T. A. sponsored and in almost all schools carried on the work of the milk service. Principals and faculties did the work in a few schools.

Where possible the atypical classes were allowed to do the work of serving the milk. The money so earned applied to the purchase of hand-looms and material needed for the work of such classes. The federation supported classes of non-paying children to the amount of \$1,268 for the year.

One kindergarten sand-box was filled with clean sand at a cost of \$17.00.

One portable dental chair, with equipment, was requested by the child hygiene department, and \$114.00 was voted for purchase of same by the federation. One reservation for one year has been made at Del Valle Farm (Preventorium) at a cost of \$30.00 per month.

For the present year, the mid-morning lunch program has been continued and strengthened. Closer contact between school nurses and local hygiene chairmen is accomplished by means of direct working together of federation chairmen and supervising nurses of school. The parents need greater familiarity with the workings of the health centers and health workers in the schools.

School sanitation and neighborhood living conditions have become added interests of local P. T. A.'s. This includes a thorough study of epidemic prevention.

SAN FRANCISCO CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS MRS. W. A. SMITH

THE San Francisco Congress started out this year with three objects: First, child welfare in home, schools, community—to so present our work that its aims and purposes may be upheld and ideals lived; second, a

P. T. A. in every school in San Francisco; third, one hundred per cent increase in membership in every P. T. A. already organized.

Our first meeting was so well attended we had to move to larger quarters. We were addressed by our new superintendent of schools. Memorial services were held for Miss Florence Musto, our first president.

We have held two conferences of presidents and chairmen, which were well attended. All seem interested and anxious to work. Many of the new chairmen have also held well-attended conferences.

We have received splendid reports from Associations, showing large attendance and fine spirit.

Parliamentary law classes have been resumed this year, also current comment class, both under the leadership of Mrs. Annie Little Barry. We assisted in Japanese relief work, covering fourteen markets and cafeterias.

Fifteen members attended P. T. A. Day at the state fair. We had an exhibit and posters. We have organized three associations, with several prospects, and have added two new departments this year, High School and Pre-School Age.

Wonderful cooperation has been received from officers, chairmen and members. We go forward assured of a great measure of success and happy in the thought of working for the children of our native land.

CALIFORNIA TEACHERS' ASSOCIATION CENTRAL SECTION

FOR the first time in the history of teachers' meetings in California the counties of the San Joaquin Valley united their resources and staged on November 26, 27 and 28, what may be characterized as the most intensive, extensive and satisfactory sessions enjoyed by valley teachers. The programs of both the general sessions and the section meetings were led not only by able educators, but also by prominent educational leaders from different parts of the world. Teachers met simultaneously in the cities of Fresno, Bakersfield and Visalia.

The notable characteristic of the entire institute was the wealth of practical suggestions for the classroom teacher. Accompanying the practical there was just enough of the general and inspirational to encourage the teachers to better and more enthusiastic service, and to give them a deeper and broader understanding of the modern trends in education. Throughout

the institute there was a striking absence of the boredom and indifference among the teachers which used to be found in some of the former institutes. The atmosphere in the sessions was not unlike that existing in the graduate schools of our universities.

In his opening address Superintendent William J. Cooper, president of the C. T. A., Central Section, presented the keynote of the institute. He said in part: "In the face of repeated charges that the public schools are unpatriotic and ungodly, it seems only fitting that this organization should affirm its belief in one God, all powerful, all wise, all just, creator of all things, and supreme ruler of the universe. Next we renew our pledges to our country's flag. We believe in the United States of America—land of the free—governed by the people and for the best interests of the people. We believe that the greatest obligation that any generation owes is the obligation that it owes to the next generation. That obligation we discharge through education."

Some of the "high points" of the institute follow:

Dr. Ernest Horn: "The criticism that there is too much memorizing and not enough reasoning in the schools is utterly ridiculous. While it is true that we often ask students to memorize the wrong things, they cannot memorize too much of actual fact. For instance, what good does reason do in learning the English language, which, particularly in spelling, is devoid of reason? . . . Teachers should create in the students an aggressive attitude toward their work, thus making them feel responsible for its accomplishment."

Dr. John Adams: "Teaching should be among the fine arts, because the materials with which the instructor of youth works is not of that plastic "stay put" and "stand pat" kind with which the sculptor or other artist works, but is far more mobile, and consequently calls for greater effort than that of any other artist. Therefore the preparation of the teacher should be such as to admit of no bungling. . . The teaching profession is rapidly reaching the point with reference to the rest of the world which gives it greater dignity, withdrawing into an inner sanctuary, the secrets of which are shut from the rest of the world."

Dr. E. O. Sisson: "The dire need of Europe and the world today is practical democracy. And since one cannot practice democracy without a conception of those essentials which make for the equality of peoples, the cardinal

task and responsibility of modern education is to define and make manifest the spirit of democracy. Modern education has two problems: first, the development of character in the individual; and second, the development of civil life, patriotism and loyalty in the future citizens of the country."

Miss Emma Bolenius: "Emphasis should be placed upon silent reading, although the teaching of certain basic phonic materials and oral reading in separate periods should not be neglected. Teaching in reading should develop in the child not only the ability to read rapidly and with comprehension, but should also inculcate in him a love of reading."

Dr. Virgil E. Dickson: "Tests are invaluable aids to the classroom teacher. Their proper use enables the teacher to get insights into the mind of the child. They serve as one of the means by which the teacher can make her work more closely adapted to the needs of the individual pupil. In their use we must never forget that they do not measure the whole child. They must always be accompanied by a careful consideration of the physical, moral, social and emotional nature of the individual child."

Mr. Vaughan MacCaughey: "Sex education and eugenics are subjects that are worthy of the serious study of parent-teacher associations. No sober-minded person would fail to agree that the great basic facts of sex, biology, and reproduction are of vital import to human welfare. Every normal person, therefore, has the right to these facts. The present age is throwing off the shackles of medievalism, ignorance, prejudice, and seeks to know the truth. Our boys and girls have a right to these great sacred truths of life and love and romance, without any taint of the gutter, the poolroom or the back alley. There is no real substitute for sunshine—the sunshine of Truth."

Superintendent Mark Keppel: "I know that I am speaking to part of the grand army of 27,000 teachers of the State of California, who have not bowed down to the worship of Baal or any other false political god. Wherever there is human need for education in this state, the state ought to meet it, and for this the teachers of California stand." In answer to the charge that "extravagance had run riot in education," Mr. Keppel said in part: "If there is any riot in California schools it is riotous economy, as I can prove by showing you thousands

of school rooms where there is not sufficient equipment."

State Superintendent Will C. Wood: "There is no reason to be discouraged. Our boys and girls are the best material the ongoing generation has been able to produce, and I am opposed to the kind of ancestor worship which tends to show that they are degenerate. I wouldn't object to that if it were so, but I challenge its truth. When we say that the boys and girls of today are worse than we, the perfect, are, have we considered their resources as well as their liabilities? And is not this feeling due to the fact that we tend to minimize the bad in the past as we go farther from it and glorify the good?"

The following were elected officers of the C. T. A., Central Section, for the year January 1 to December 31, 1924:

L. E. Chenoweth of Kern County, president; Mrs. Meta N. Footman of Madera County, secretary; and William J. Cooper of Fresno City, Robert J. Teall of Madera, Charles Teach of Bakersfield, Miss M. L. Richmond of Kings County, Charles Edgecomb of Selma, and A. W. Meany of Merced, representatives to the state council of the central organization.

Regarding Mr. Chenoweth's election, President Cooper said in part: 'Mr. Chenoweth was one of the original members of the first board of directors under the new constitution, and is known to be aligned with the progressive element in education. It probably will be necessary for us to take some very definite stand at the August primary and the November election on the men in the legislature who have the courage to stand up for the schools and prevent the corporation from further damaging them. It is fortunate that we have a leader of whom we are sure.'

As one of the last acts of the institute the following resolutions were unanimously adopted:

Resolution

Be it resolved by the California Teachers' Association, Central Section, in annual convention assembled.

1. That the thanks of the convention are extended to the officers of the California Teachers' Association, Central Section; to the directors of the institute; to the speakers and musicians; to the instructors and students of the various high schools; all of whom have cooperated to make a thoroughly successful institute; to the Fresno City School authorities

and the Fresno State College, for their provision of meeting places; and to the newspapers of the city of Fresno for their assistance in the matter of publicity.

2. Whereas, the State Teachers' Retirement Salary Fund has been both attacked and defended in recent months, be it resolved that the California Council of Education be requested to undertake at the earliest possible moment a thorough study of the condition of the fund, and to report thereon to the teachers of the state, with recommendations for the modification of the present plan, if such be found necessary.

3. Whereas, the Father of all mankind has seen fit to remove from among us Miss Winifred Wear, secretary of this Association, friend and coworker of us all,

Be it resolved, that the members of the California Teachers' Association, Central Section, by the adoption of this resolution give expression of the deep appreciation of the services rendered by Miss Wear, and the profound regret that she is no longer permitted to go in and out among us in the performance of her duties and in pleasant and profitable association with us.

Declaration and Resolution

We, the members of the California Teachers' Association, Central Section, in annual convention assembled, do adopt and proclaim the following declaration and resolution:

First: We glory in the accumulating evidence that the State of California now occupies the foremost rank among the commonwealths of the world in the services rendered by her public schools.

Second: In the face of the new and ever-increasing demands which our changing civilization makes continually upon men and women, in intelligence, in conduct, and in productive capacity, we hold as self-evident the imperative necessity for continual further improvement and expansion of universal education; to keep pace with social, economic and political development; or, as the sole alternative to such improvement and expansion, the abandonment of our traditional democracy, and the substitution therefor of an autocracy in some form.

The year 1923 has witnessed in at least two of the more populous and wealthy states of the Union the inception of an attack on the present ideals and conduct of American public education. It is not here charged that the forces of autocracy, plotting against American liberties, are alone

responsible for the movement. But if they were, autocracy could do no thing more shrewd or more effective than precisely that which is being done—to weaken and destroy confidence in the public schools, assuring the curtailment and withdrawal of public support, and the resultant denial of opportunity to the sons and daughters of the common people, and to them alone. Upon such a condition must inevitably follow the enthronement of special privilege in America.

Third: We note with profound regret that charges have emanated specifically from the Governor of the State of California against its public schools, their conduct and their efficiency; against the body of school administrators in California; against the State Superintendent of Public Instruction; and against the organized teachers of the state working through the California Teachers' Association.

It is not necessary to dignify these charges by repeating them. They are well known to the public. It is sufficient that we here declare the charges to be unsupported by evidence; false in their entirety; destructive to the best interests of the State of California; and since they inevitably tend without warrant or justice to shake the confidence of the people in their public schools, malicious, pernicious, and unworthy a Governor of this great commonwealth.

In particular, as an association, do we resent the charge, express or implied, that the California Teachers' Association is a political organization, relatively valueless to the state, and causing enormous expense to the taxpayers. Such a charge is made in utter disregard of the real purpose and the whole history of the California Teachers' Association, and of its intimate connection with the educational advancement which has been made in California.

Fourth: We reaffirm our abiding faith in the intelligence, the foresight, the courage, and the single-minded devotion to duty which have characterized California's State Superintendent of Public Instruction, the Honorable Will C. Wood, and we renew our assurance of continued support of his wise and vigorous educational leadership.

Fifth: We call upon the citizens of the State of California, and particularly the residents of the San Joaquin Valley, to exercise all vigilance in forestalling the disaster which may result from continued and successful attacks on American educational ideals; and to act with all possible zeal to preserve and extend

equality of educational opportunity to all the members of our American democracy.

Delegates to the Central Section counties include: Superintendents J. E. Buckman, Tulare County; L. E. Chenoweth, Kern; Clarence W. Edwards, Fresno; Mrs. Meta N. Footman, Madera; T. B. Price, Mariposa; Miss M. L. Richmond, Kings; C. S. Weaver, Merced. Vice-Presidents by counties are: De Witt Montgomery, Tulare County; C. C. Hill, Kern; Muriel B. Needham, Madera; Mrs. Mary Breeding, Mariposa; J. F. Graham, Kings; A. W. Meaney, Merced. Other delegates include: C. E. Bigham, Tulare County; Mrs. Alice Mulcahy, Mrs. Gladys Stansfield, J. C. Haines, J. A. Joyce, Kern; R. C. Bowman, Margaret McGiffen, J. H. Parker, O. S. Hubbard, Madera; Thomas B. Price, Mariposa; J. L. Neighbor, Kings; Mrs. B. A. Church, Elmo C. Eby, Merced; Carl Grasslee.

CENTRAL COAST SECTION, C. T. A. DIGEST OF RESOLUTIONS

AMONG the resolutions adopted at the annual meeting of the Central Coast Section C. T. A. were the following:

Thanking the people of Santa Cruz for their hospitality; the management of the Casa del Rey, and the officials and committees.

Junior Red Cross

Heartily endorsing international correspondence featured by the Junior Red Cross.

International Language

"We look forward to the day when a simple international auxiliary language may be universally adopted as a common denominator for all languages, so that travel and correspondence may be completely freed from the embarrassment of the babel of tongues which hampers us at every turn when we seek to know and understand our fellowmen."

Parent-Teachers' Association

Reaffirming faith in the Parent-Teachers' Association and commending its good will and works.

Prize Fighting and Sensationalism

"We earnestly recommend the cooperation of the parents and teachers of our children against the present tendency to exalt the brutality of prize fighting into a virtue, and we condemn alike the sensationalism of yellow journalism and the extreme emotionalism of many of the moving pictures as being calculated to tear childhood in its innocence from its safer moorings as taught in the home."

Round Tables

Endorsing the plan of round table discussions at the institute and recommending that this feature be emphasized at the 1924 institute,

and that chairmen of the various Round Tables be selected now.

Educational Goals

Whereas, we, the elementary school teachers, realize that we are hampered in our work because we have no definite set of objectives,

Resolved, that the State Board of Education be requested to set in motion machinery for the proper selection of definite, weighted objectives in education.

Resolved, further, that it also be asked to work out a comprehensive state course of study having for its only motive the realization of those objectives, and containing only such required subject matter as shall be necessary for such realization.

Resolved, that in the judgment of this Association certain of the present state text-books (notably civics) are inferior and inadequate to the needs of the children in our schools, and should be replaced by better texts.

Be it further resolved, that we deplore the curtailment of the amount of money available for state text-books, insofar as it hinders the provision of such texts as will adequately supply the needs of our school system.

We most heartily endorse the philosophy of the child-centered scheme of education, the development of the individuals' own powers and possibilities from within outward, preserving its individuality, increasing its personality and initiative, and maintaining for it at all times a maximum of freedom with the ultimate end in view of a harmonious development of all its desirable human powers.

Will C. Wood

We reaffirm our confidence in the educational leadership of Superintendent Will C. Wood, and fully appreciate the gallant fight he has made for the educational advancement of California.

A State-wide Program

We commend the attitude of the teaching body generally and the spirit of solidarity that prevails at this time looking toward the development and promotion of a state-wide educational program.

California Life Diploma Fees have been announced by the state office. Senate Bill 444, enacted at the last session of the legislature, provides that the fee for the life diploma shall be five dollars. This law became effective August 17, 1923. Each application for a life diploma received at the county office before August 17, 1923, must be accompanied by a fee of three dollars, but each application for a life diploma received on August 17 or thereafter must be accompanied by a fee of five dollars.

CALIFORNIA TEACHERS' ASSOCIATION, BAY SECTION

Statement of income and expense for the year of 1923:

Income:	
Balance January 1.....	\$ 908.42
4,240 membership dues.....	12,720.00
Interest earned (Savings account).....	181.90
Superintendents' Institute Fund.....	1,870.00
	\$15,680.32
Expenditures:	
State dues	\$ 8,480.00
Secretary, miscellaneous expense.....	93.70
Secretary, clerical	77.50
Secretary's salary	250.00
Refunds to members, 1923.....	3.00
Refunds to members, 1922.....	2.00
State Council expenses.....	\$32.12
Less refund from state office..	7.89
	24.23
Bay section traveling expenses.....	72.75
Bond of Secretary.....	10.00
President's expenses, Cleveland trip....	250.00
Office equipment	79.10
Special Secretary	63.70
N. E. A. entertainment.....	118.90
Institute Funds:	
Paid speakers	\$1,321.65
Expenses of unpaid speakers	280.70
Printing	307.00
Rental of halls.....	45.00
Music	150.00
Postage, phone, drayage.....	91.26
Clerical service	76.50
President's expense	131.29
Secretary's salary and exp.	324.66
	2,728.06
Total Paid	\$12,252.94
Cash on hand December 5.....	\$3,427.38
Institute Fund:	
Appropriated at April meeting.....	\$3,250.00
Expended	2,728.06
	\$ 521.94
Expenditures	\$2,728.06
Superintendent's contribution, est.....	2,698.63
Balance payable from dues.....	\$ 29.43

TEACHERS' INSTITUTES AND ASSOCIATION MEETINGS

Report of Committee, Council of Education,
California Teachers Association,
Southern Section

YOUR committee believe that association meetings and local institutes serve three purposes. These meetings are schools for professional training, conventions for the spread of knowledge regarding national, state and local policies and movements, and social gatherings, affording the opportunity to extend one's acquaintance with people and methods. The ses-

sions of the California Teachers' Association, Southern Section, must necessarily make a broad appeal, and the type of meeting cannot be changed except as more section meetings are held.

The character of local institutes, however, should be modified to meet local needs. It is evident that the amount and kind of professional training needed by the teachers who have a wide range of opportunity to study in extension classes is different from the amount and kind needed by those who are denied such study. In like manner the extent to which the institute district can facilitate social mingling and the spread of educational policies will modify the character of its institute sessions.

We believe that there is little room for dissatisfaction with association and institute meetings if the critics will consider the diversity of needs and interests and the difference in attitude on the part of those in attendance. Sometimes the audience is in a mood for work; sometimes it wants only inspiration. Your committee ventures upon the suggestions that follow with the idea that a spirit of cooperation is most easily secured by a combination of work and inspiration.

1. We recommend that association meetings be shortened. If a large number of speakers are being paid for the week and their time must be used there are two alternatives. Programs can be shortened if more auditoriums are used and more section meetings held. If this is not feasible, presiding officers should give opportunity for a change of audience between addresses and a uniform ruling should be made as to the number of lectures in a half day necessary to count as a session.

2. The preliminary exercises at the opening of a session should be brief and should exemplify a phase of public school work whenever possible.

Suggestions for Local Institutes

1. In small institute districts the teachers may be organized into committees for the study of problems of school organization and the course of study. These group meetings for study and report may constitute part of all of the sessions.

2. In larger institute districts it is suggested that if the number of department heads and the supervisory staff is sufficient, three one-day institutes be held during the school year. In such districts the day's work would consist of classes for instruction, these being a substitute for at least a part of the teachers' meetings that call teachers away from their buildings during the afternoon, throughout the year.

3. If five institute districts inaugurate the one-day institute, agreeing on the weeks in the year in which these will be held, one or two speakers from a distance can be secured and sent to each district for one day in the week. This plan would be most practical in connection with one or the other of the previous suggestions.

4. It has been suggested that a local institute be held for three days preceding the opening of school. This institute may be a combination of inspirational address and department and build-

ing meetings preparatory to the opening of school. It would be desirable for several districts to cooperate in securing speakers.

5. A request is frequently heard for courses of lectures. Your committee believe that several series could be carried out in the largest district with a syllabus to accompany or precede the series of lectures. One such series might be possible in smaller districts, using the morning, for instance, as the time for the lecture which would be part of a course and using the other sessions of the day according to one of the plans previously outlined. It does not seem to be advisable to have all the sessions of a three-day institute addressed by one speaker unless both speaker and subject appeal to the interests of all the teachers in attendance.

Respectfully submitted,

MRS. L. H. BRADSHAW,
MISS BERNICE W. CURREN,
MRS. ESSIE D. KOEN,
ALBERT F. VANDEGRIFT,
ERNEST P. BRANSON, Chairman.

TEACHERS' RETIREMENT SALARY FUND

Summary of report on condition of Retirement Salary Fund made by E. P. Clarke, president of State Board of Education, before the convention of city and county superintendents on October 16, 1923.

IN view of recent statements which have been made suggesting that the teachers' retirement salary system is in "an unstable condition" and "liable at any time to go on the rocks," I am glad of this opportunity in behalf of the State Board of Education to give an account of our trusteeship in this matter. I am glad to bring to you the reassuring news that we have at the present time invested funds to the amount of \$1,708,561.50, this having been accumulated during the period of ten years in which the law has been in effect; and during that period we have paid out in retirement salaries practically \$2,500,000.00, to be exact, \$2,498,725.32. In the rather brief period that the law has been in effect, this sum has been distributed to the annuitants who have retired for thirty years' service or more, and are receiving \$500 a year, and those who have retired for disability and are receiving a smaller sum. In spite of the small amount paid to any individual, the total amount has already reached a surprising total.

The following statement shows the development of the total number of annuitants on the pay roll:

Year ending	Names on Pay roll June 30th
Before 1913.....	82 (S. F.)
June 1914.....	108
June 1915.....	301
June 1916.....	405
June 1917.....	500
June 1918.....	585
June 1919.....	676
June 1920.....	713
June 1921.....	740
June 1922.....	801
June 1923.....	867
Sept. 1923.....	909

This represents the actual number of annuitants on the pay roll on the dates named.

The actual pay roll for each year for the ten-year period is as follows:

1913-14	\$ 35,976.35
1914-15	85,881.21
1915-16	140,434.73
1916-17	201,398.02
1917-18	239,919.61
1918-19	278,793.67
1919-20	309,886.93
1920-21	332,754.78
1921-22	351,998.26
1922-23	379,358.11

The total amount paid to date for each of the years during this period is as follows:

1913-14	\$ 178,300.00
1914-15	264,181.21
1915-16	404,615.94
1916-17	606,013.96
1917-18	845,933.57
1918-19	1,124,727.24
1919-20	1,434,614.17
1920-21	1,767,368.95
1921-22	2,119,367.21
1922-23	2,498,725.32

The fund is derived from three sources: (1) the contributions of teachers; (2) five per cent of the collateral inheritance tax, and (3) interest on investments. The following figures for selected years during the ten-year period will give you an idea of the relative proportion of these various sources of income:

	Teachers	Inheritance Tax	Interest	Total
1914-15	\$148,364	\$ 89,775	\$11,438	\$249,577
1917-18	184,971	191,548	16,200	392,719
1919-20	208,206	170,496	32,281	410,982
1922-23	270,055	317,232	76,570	663,857

It is interesting to note that the interest on invested funds for the last fiscal year was sufficient to pay practically one-fifth of the pay roll.

The amount invested each year and the total invested funds at the end of each year for the ten-year period is given in the table below:

	For Year	Total to date
June 1914.....	\$ 75,000.00	\$ 119,000.00
June 1915.....	25,000.00	144,000.00
June 1916.....	183,850.00	327,850.00
June 1917.....	125,150.00	453,000.00
June 1918.....	310,400.00	763,400.00
June 1919.....	113,150.00	876,550.00
June 1920.....	57,750.00	934,300.00
June 1921.....	37,400.00	971,700.00
June 1922.....	340,411.50	1,312,111.50
June 1923.....	206,450.00	1,518,561.50
Sept. 1923.....	190,000.00	1,708,561.50

You will be interested in the character of the securities in which funds are invested, and that statement is as follows:

State Highway Bonds.....	\$ 250,000.00
Municipal and District Bonds.....	204,000.00
Liberty Bonds.....	120,000.00
School Bonds.....	1,134,561.50

Total..... \$1,708,561.50

The rate of interest averages a little more than four and one-half per cent.

The Retirement Salary Board is required by law to invest the funds only in securities in which savings banks may legally invest. No investment is made without consultation of the Board of Control and approval of the Attorney

General. Acting under the advice of the latter, we have been somewhat more conservative even than the strict limits of the law require. For instance, we have not invested in any public utility bonds, but have limited our investments to school bonds, state or municipal bonds and government bonds.

The question is frequently asked, "Is the present retirement system a sound one?" and the following question which appeared in a city newspaper would suggest the disturbed feeling on the part of the teachers regarding that matter:

"If the state teachers' retirement fund is insolvent and if teachers are sinking their money in a scheme having as little financial stability as a get-rich-quick organization, then what is going to be done about it?"

The State Board of Education has had two investigations of the system made by actuaries. We have found that the predictions made by the actuaries cannot be depended upon. For instance, we had a careful review made by Prof. Leslie of the state university, an actuary of recognized standing in the profession, and he predicted that the following year after his report was made a thousand teachers would retire. As a matter of fact, only a little more than one hundred applied for retirement.

The difficulty with the actuaries' estimates is that they do not take into account two important factors: first, that teachers who are liable to retire do not retire; and second, that thousands of teachers paying into the fund do not expect to benefit by retirement.

At the time the law was passed, many teachers objected to the provision of the law which requires them to contribute to the fund even though they have no expectation of sharing in its benefits, and many teachers still object to that requirement. I shall not undertake to either defend or criticize the law, but it is undoubtedly true that the framers of the act took into account the fact that the fund would be largely built up by small contributions from teachers who would never retire, and therefore never receive any benefit from the law, and the theory was that they would be glad to make this contribution for the benefit of teachers who would retire after long service or who would retire because of loss of health. **The element of altruism and professional esprit de corps was involved in this feature of the law. My impression is that the great body of teachers have accepted that provision of the law and made their contributions very cheerfully.**

The State Board of Education is watching the development of this fund with scrupulous care. We shall promptly sound a note of warning if at any time the system seems to be in danger. We feel confident, however, that that point has not yet been reached. Our experience with the law has not as yet extended over sufficient time to supply data for any intelligent recommendation regarding possible changes in the system. The number of annuitants is increasing quite slowly. For the last four years there has been a net increase of only about 40

per year. The total amount of the invested funds has been steadily increasing from year to year. As long as that condition continues there should be no haste in introducing revisions of the law.

From a strict actuarial standpoint it probably is sound to figure that any teacher liable to retirement is a "liability." As a matter of fact, very few teachers are retiring as soon as they complete the thirty-year period, because it is more profitable to them to continue to teach than to accept retirement on the retirement salary of only \$500 a year. We retire many teachers who have taught over forty years. We recently retired one teacher who had taught in San Francisco for fifty-seven years. The life expectancy of these teachers who have seen such long service as that is brief. The total amount paid them in retirement salary will be comparatively small. Those facts should be taken into account in considering any suppositious necessity for revision.

Shakespeare somewhere suggests that "it is sometimes better to endure the ills we have than to fly to others we know not of." It may be better for the teachers of the state to continue with the present law, even though it is not wholly satisfactory, than to risk such a revision of the law as might be made by the legislature.

THE SINGLE SALARY SCHEDULE

(The Report of the Committee appointed by the Educational Council of the Southern Section of the California Teachers' Association, 1923, for the purpose of studying the single salary schedule for teachers as it exists at present in the United States.)

TO the Educational Council, California Teachers' Association, Southern Section.

Ladies and Gentlemen—Your committee on the Single Salary Schedule respectfully submits herewith a report of its study of the Single Salary Schedule. This report embodies the following features, to-wit:

1. A statement of the creation, organization and purposes of the committee. This statement is made for the purpose of giving information to readers of this report so that its form may be better understood and its purposes clearly set forth.
2. This report is brief, so that it may be presented in its entirety to the Educational Council, Southern Section, and thoroughly discussed within the time allotted to this report in the program of the Educational Council for the day upon which this report is rendered.
3. It makes reference to bibliography and resources at present available and easily obtainable by any person who desires to consult them.
4. It presents a survey of the Single Salary Schedule conditions as they exist at present throughout the United States, giving special reference to California.
5. An attempt has been made at constructive criticism for the general improvement of Single Salary Schedules and for the purpose of making

the principles involved in Single Salary Schedules applicable to each and every city school system in the United States, regardless of financial resources.

THE REPORT

Introduction

At a meeting of the Educational Council of the California Teachers' Association, Southern Section, held at Los Angeles, California, March 20th, 1923, the following resolution was passed:

"Whereas, the Single Salary Schedule is being tried out in some places in Southern California and obviously has some good features, we recommend that a committee be appointed to make a study of the Single Salary Schedule, based on training and experience."

Acting upon this resolution, the president appointed the following committee to execute the purposes set forth in the above resolution:

Mrs. Laura H. Morrow, 1329 West Fifth Street, Los Angeles, California (elementary school teacher, Los Angeles City).

Miss Alice D. Roripaugh, 141 East D Street, Colton, California (high school teacher, Colton City).

Miss Jessie Wilkinson, 744 Sixth Street, San Bernardino, California (teacher elementary schools, San Bernardino City).

Mr. Charles J. Reinhard, 363 West Vernon Avenue, Los Angeles, California (principal West Vernon Avenue Elementary School, Los Angeles City.)

Mr. Guy V. Whaley, chairman, 648 Columbia Avenue, Pomona, California (superintendent city schools, Pomona, California).

Single Salary Schedule Defined

The term "Single Salary Schedule" is sometimes criticised as not accurately describing this type of schedule. The term "Single Salary Schedule" indicates that only one schedule operates for an entire school system, rather than separate schedules for kindergarten teachers, elementary teachers, junior high school teachers, high school teachers, junior college teachers, and all administrative officers and special teachers holding teachers' certificates in any school system. It should not be interpreted to mean that only one element, for example, preparation, determines the salary schedule. When properly constructed and administered, several elements enter into the composition of a Single Salary Schedule, and are given recognition; such as experience, teaching merit or the rating of teachers, extra responsibility, training in service, travel, and any and every other element that should be included in determining the standards of a well balanced salary schedule.

Purposes and Advantages

By far the largest number of schedules for teachers' salaries in the United States at present is based upon the classification of teachers according to the positions they hold, such as kindergarten, elementary and high school teachers; and upon the total number of years of teaching experience as a whole, or the total number of years of experience in the particular school system for which the salary schedule is written, rather than upon professional preparation and experience.

In most school systems teachers start at stated minimum salaries and proceed by certain regular annual increases in salary to stated maxima, with but little recognition of any other element for their advances from step to step, except tenure. A few salary schedules provide that additional salary increases beyond the minimum must be earned by attendance at summer school, or by the completion of extension courses. The tendency to add such qualifications to salary schedules is becoming very common.

There is a rapidly increasing tendency on the part of progressive cities to require their teachers to attend some accredited summer school at least once every three, four or five years, in order to receive salary increases as provided in their schedules.

The Single Salary Schedule bases its arrangement upon professional training and preparation by teachers as shown by their credentials received from accredited academic institutions. It also provides for the recognition of tenure, merit in service, additional training, and study at accredited institutions through regular attendance or by extension courses. Such a schedule is the best means that has been devised for the purpose of giving an incentive to teachers for professional growth and greater efficiency.

Single Salary Schedules apparently are doing more than any other administrative device to increase efficiency in public education, to augment the training of teachers, and to elevate professional standards. This principle of salary schedule construction assumes that the work of teaching children in the grades is just as important and requires as careful and as long preparation on the part of teachers as the work in the high school. Provided this assumption is granted, there is no justification for paying different salaries to two teachers of equal ability and equal years of experience and training, just because one teacher prefers to teach first grade children and the other prefers to teach English composition in the high school.

It is at least plausible to conclude, when dealing with two such teachers, that if better English habits were formed in the earlier grades there would be less English composition to teach in the high school, or at least it would make possible a different kind of English composition in the high school.

Progress of the Single Salary Schedule Movement

In the school year 1918-1919 throughout the United States, there is no record of any city operating its schools upon a Single Salary Schedule basis, but during the school year 1922-1923, 154 cities in the United States were operating their schools upon a Single Salary Schedule basis.

This movement is not confined to the larger cities. There is no uniformity in these Single Salary Schedules except in the fundamental principle of recognizing the difference in the academic training of teachers and some fundamental elements in tenure. Below are given the names of a few cities that show the principal and most unique features of Single Salary Schedules. The names of these cities are given,

together with their population for 1920, for the purpose of showing the wide distribution of the Single Salary Schedule in its beginning in the United States, and also to show its adaptability to cities of various sizes.

City—	Population, 1920
Mena, Arkansas	3,441
Winnetka, Illinois	6,694
Marshfield, Wisconsin	7,394
Lawrence, Kansas	12,456
Ft. Smith, Arkansas.....	28,811
San Diego, California.....	74,683
St. Joseph, Missouri.....	77,939
Duluth, Minnesota	98,917
Denver, Colorado	256,369

From the above statistics it is apparent that the Single Salary Schedule is coming into existence very rapidly in the United States, and that its operation is very widespread. Sixteen per cent of the American cities at present are apparently using the fundamental principles involved in the Single Salary Schedule, namely, paying the same salary to teachers with equal training and experience, regardless of their positions in the school system.

Special Reference to California

San Diego, California, is given above in the list of cities of the United States having unique features in the single salary schedule arrangement. San Diego is unique in the fact that it is the only schedule that has come to the notice of this committee that has based its salary payments upon transcripts of record from accredited institutions.

California holds a unique position in the United States in this regard because most certificates in this state are issued upon credentials from accredited institutions. Therefore, San Diego and other California cities, by paying teachers on the basis of California certificates, can approximately recognize the academic training of California teachers, but it is the judgment of your committee that such a basis is not as desirable for the organization of a Single Salary Schedule as a basis depending upon transcript of records from standard institutions, unless California cities use the California certificate basis for their minimum salaries and to these minimum salaries add salary increases based upon academic training as shown by transcripts.

An attempt was recently made at Berkeley, California, to reorganize the salary schedules of that city and to adopt a Single Salary Schedule. The effort failed. The explanation given to your committee for the failure was the lack of funds to make their Single Salary Schedule possible. In analyzing the attempt at Berkeley, it is the judgment of your committee that the failure of Berkeley to realize a Single Salary Schedule was not dependent upon the fundamental principles involved in the Single Salary Schedule, but was dependent upon an attempt to provide a general rise of wages throughout the whole Berkeley school system and at the same time introduced the Single Salary Schedule arrangement.

It is the judgment of your committee that Berkeley, or any other city, can readjust its salary schedule at any time and assume the

form of a Single Salary Schedule without making any appreciable change in the total amount of money paid to its teachers. In making such a readjustment it will be necessary for the teachers themselves to agree upon a salary readjustment based on training and experience, and not at the same time attempt a general increase in salaries.

Classifications Used in Single Salary Schedules

In the 154 cities in the United States now using the fundamental principles of the Single Salary Schedule, several classes of teachers are recognized in these schedules, according to professional training. Two large general classes are recognized in every instance.

The first is "Non-Degreed" teachers, and

The second is "Degreed" teachers.

These two large groups are variously subdivided.

"Non-Degreed" teachers are most often divided into two classes:

First, high school graduates without additional training, or with additional training, but whose additional training is not equivalent to the training required for graduation from normal school.

Second, normal school graduates without additional training, or with additional training, but whose additional training is not equivalent to the training required for a bachelor's degree from a standard institution.

"Degreed" teachers are generally divided into classes as follows:

First, holders of a bachelor's degree issued from a standard institution without additional training, or with additional training, but whose additional training is not equivalent to the training required for the master's degree.

Second, holder of the master's degree or higher degrees.

Dr. E. S. Evenden of Teachers' College, Columbia University, in his suggested Single Salary Schedules, has recognized five classes of teachers. His classes are as follows:

Class I—Graduates from accredited high schools.

Class II—Graduates from accredited normal schools.

Class III—Holders of standard bachelor's degrees or equivalent.

Class IV—Holders of standard master's degrees or equivalent.

Class V—Holders of standard doctor's degrees or equivalent.

Some slight variations are noticeable in the classes of teachers as they are at present recognized in Single Salary Schedules throughout the United States, but in the main the four classes hereinbefore given are those generally recognized in all Single Salary Schedules.

Relation Between Classes of Teachers Improperly Expressed

The expression of relation between the different classes of teachers shown in all of the salary schedules, and all of the suggested schedules, examined in making the survey for this report is expressed in dollars; also the relation between the salary increments added to the minimum salary for each class of teachers, based on tenure or added training, is expressed in

dollars. There is no uniformity in the minimum salary of the same class of teachers as this class appears in the Single Salary Schedules of cities of about the same size; nor is there uniformity in the number and size of the increments added to the minimum salary for the same class of teachers as these increments appear in these schedules.

All of these schedules seem to have been arranged without due regard to the time teachers spend in training prior to entering these various classes, or without regard to the effort expended by teachers already in service, as they pass from a lower to a higher classification in the same school system.

Since all teachers must meet standard scholastic requirements in qualifying for any particular class in any city using a Single Salary Schedule; and because these teachers must also satisfy the same standard scholastic requirements in passing from a lower to a higher class, is it not logical to arrange the minimum salaries for these various classes so that they shall express the same relation between these classes as is expressed by the scholastic attainments?

Granting that this is a logical arrangement, is it not just as logical to use standard minimum salaries in a Single Salary Schedule that will cause these minimum salaries to express the same relation between classes that is shown by the different scholastic requirements for these classes?

Granting that these two theses just presented in questions are true and acceptable, let us consider the form that such a fundamental expression of relation should take in order that it may be applied to all classes of cities laboring under all kinds of financial conditions.

A New Standard for Salary Schedules

The ordinary investigator in studying salary schedules at present in use in the United States, and noting the expression of the minimum salaries in dollars, is liable to draw erroneous conclusions from his casual observation, and to attempt to compile or to reorganize salary schedules for his community with a certain amount of prejudice that might arise upon his part from a desire to establish a salary schedule that will be as beneficial as possible to each class of teachers, and thereby compile a series of minimum salaries that will not express the proper relation in salaries as it is expressed between these different classes of teachers by the scholastic attainments required.

This tendency and desire for financial gain in compiling a salary schedule is liable to be so strong, and the study of salary schedules so superficial, that the great fundamental principle of uniformity and proper balance between classes, based on scholastic attainment, is lost.

Because of these conditions, your committee proposes to use a fundamental schedule expressed in percentages. This fundamental schedule proposed is given a breadth that makes it possible to apply it to all classes of teachers having scholastic attainments, beginning with graduation from a standard high school and continuing until the receipt of the doctor's degree.

This schedule begins with a base represented

by 100 per cent for the holders of a standard bachelor's degree, and proceeds from this base both upward and downward, by the use of steps expressed in percentage, that approximately conform to the present judgment of values expressed in dollars in the salary schedules in use. These steps in this percentage schedule to be used in establishing minimum salaries also express the value of scholastic attainment as shown by the various Single Salary Schedules at present in existence. This percentage schedule for minimum salaries may be abbreviated by the omission of the lowest class and the two high classes, and still operate perfectly in the construction of minimum salaries for each class in a Single Salary Schedule.

The schedule, proposed is as follows:

Class	Qualification	Percentage of Base for Minimum Salary
Class I—		
Group A—	Graduates of four years accredited high schools.....	66 2/3%
Group B—	High school graduation plus one year college or normal training	73 1/3%
Class II—		
Group A—	Graduates of two-year normal course or equivalent	80%
Group B—	Graduates three-year normal course or equivalent	90%
Class III—		
	Bachelor's degree from (the accredited institutions.....)	100% base
Class IV—		
Group A—	Master's degree granted on one year of resident study	110%
Group B—	Master's degree granted on two years of resident study	120%
Class V—		
	Ph.D. degree or equivalent	130%

This percentage schedule has been divided into steps or groups wherein the advance from a lower step to the next higher is made upon the completion of one year of training in a standard institution or its equivalent. It is also arranged so that all of the steps are uniform, beginning with graduation from a two-year normal course and advancing from that point. Each year of scholastic work completed after graduation from a two-year normal course is accredited by a salary addition of 10 per cent of the base.

The first two steps in this schedule cover the work of the two years of training required between high school graduation and normal school graduation. These two steps are given a less value than any of the other steps in the schedule, namely 66 2/3 per cent of the base.

The percentage values for these first two steps have been established to express the present value of the worth of the services of the teachers of these classes, as shown in the Single Salary Schedules examined in making the survey for this report, rather than to express the difference in scholastic training. Such a

(Continued on page 45)



FROM THE FIELD



[This department comprises brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

EIGHTH GRADE

WHERE do we go from here—where?
—We remnants of the throng that
started with us.

Shall we keep on—

Or drop off on the way, as they have done?
They're earning money now, and make us
feel

But useless children in comparison.

Why can't we, too, get into something
real?

—Well, now we can—we're free.

The schools can't force us on,

Now that we've passed eighth grade.

We too can go to work—most of us will.

A few of us

Will linger here in school

And study for the work we are to do

—And in our later life

Look down disdainfully upon that horde
of us

Who all too early came to grips with life,
And found ourselves unfitted.

And maybe one or two

Will join that tiny band that dreams and
ponders,

And wonders on this splitting in our ranks
And why such things must be

—And if they must. —F. B. W.

A Transcontinental Message

National Education Association
Washington, D. C.

A MESSAGE to the Teachers of California:
The blue, unclouded skies, the rippling
streams, the lofty mountains, and the ocean
breezes of the great State of California extended a hearty welcome to the delegates to the annual meeting of the National Education Association and the first World Conference on Education last summer.

But alluring as was the charm of California and delightful as was her greeting, said "with flowers," the friendship and hospitality of her people far exceeded them. From North, South, East and West, from the Old World and from the New, came educators from more than fifty nations to discuss principles and plans for the promotion of friendship, justice and good will among the peoples of the earth. From our own country came thousands of delegates to take part in the deliberations of the largest teachers' organization in the world, to review the progress of the year in education, and to make the influence and ideals of the teaching profession of America felt not only in this country but in the entire world.

I am glad of this opportunity to send a word of greeting and appreciation to the teachers of California and to all others who assisted in making the sixty-first annual meeting of the National Education Association an outstanding one in its history. The officers and headquarters' staff of the National Education Association are proud of California's progress in education, of the educational leaders she has furnished the nation, and of the high place she holds among the states in N. E. A. membership. She has demonstrated on various occasions the value of professional organization. By supporting national, state and local associations in her stand for justice to children and teachers, every teacher of California can have his part in the great educational advance.

Sincerely yours,

AGNES S. WINN,

Director Elementary School Service.

Ten Worthy Years

THE Contra Costa County Free Library, Martinez, California, is celebrating its tenth birthday. Congratulations are indeed appropriate, as this library has shown phenomenal growth in community usefulness. It has made a shining and inspiring record in this, its first decade.

Mrs. Alice G. Whitbeck, county librarian, whose devoted genius has made this worthy history, reports ninety-three distributing points throughout the county. This brings the library budget home to the people and their children.

The county library has cooperated with the county nurse, the music supervisor, the county farm home demonstrator, the director of the citizenship work and the various clubs each in whatever way has seemed best or most needed. A letter recently received from the Director of the Citizenship classes in Crockett is too long to quote in full. Her classes number about six hundred and the teaching of which she feels would have been almost impossible without the county library. She writes:

"You have helped us with the teaching of these hard-working men and women representing thirty nationalities, with supplementary reading carefully chosen to increase their vocabulary and to widen their interest in citizenship. We thank you heartily."

The county librarian has ever been ready to help on club programs and in November last made a month-wide effort to bring the best of children's books before the parents of the county.

In summing up the development of the library work of the county from the day when there were only three or four small subscription libraries in a few towns and the old-time school

library in the schools and comparing it with the growth of ten years when neither school nor community need be without special library service equal to that of any large city, we have the supervisors to thank for their confidence and support without which this continued development would not have been possible.

Right here an extract from a letter from the State Superintendent of Schools will bear repeating, as it shows that the service to the schools by the county libraries of the state is recognized in the development of California's school system:

"I have watched the development of this work during the last ten years with a great deal of enthusiasm. The plan of cooperation has won its way by sheer force of efficient service. At first, county superintendents and school trustees were hard to convince. They felt that the library fund granted to the various districts could be used to better advantage by themselves. The librarians of the various counties have proved beyond a doubt that the library funds are best expended when they are turned over to the county library. The popularity of the service is indicated by the fact that over two thousand two hundred elementary schools in the forty-two counties having county libraries have availed themselves of library service. I have been surprised to find in many instances that the service rendered by the county libraries to the various districts has brought a return to the cooperating districts more than six times greater than could have been secured if the library fund had been expended by the individual districts."

The History Inquiry

AN inquiry into the present content, organization, and tendencies of the history teaching in our schools is being made at the request of the Committee on History in the Schools of the American Historical Association. The work is in charge of Professor Edgar Dawson of Hunter College, Secretary of the National Council for the Social Studies.

The immediate purpose of the investigation is to furnish to the officers of the American Historical Association, such definite information as will guide them in determining the policy of the Association in dealing with its obligation to history teaching in the schools. For this purpose the information will be needed before the end of December of this year and the work of collecting it will be vigorously pushed with this purpose in view. But some time after the beginning of the new year will be used in the final formulation of such a report as will be interesting and valuable to all who are engaged in educational administration.

Those who are interested in such an undertaking are invited to send information, suggestions or inquiries to Mr. Dawson, 425 West 123rd Street, New York City. While the fullest discussion of the inquiry is solicited, those who are too busy to do more than send to the above address a brief statement of the lines

along which investigation should be made are urged to do that at the earliest possible moment.

What facts are needed by those who must answer any of the following questions: Is American history required of most high school graduates? Do most graduates of the schools understand something of the development of our constitution? Do most of them understand the development of our present social problems? How many of them have studied enough of European history to appreciate the relation of European affairs to our own? Is it possible, in the opinion of experienced school men to accomplish useful results in this direction through a one-year survey of general history?

Are the college entrance requirements in history working to the detriment of the general education of those who do not go to college? Is too much time being given to current events? Is the history of those parts of America lying outside of the United States given enough attention by history teachers? Are the objectives or purposes of history teaching clear enough in the minds of those who are teaching it? Is the mere memorizing of dates and names still a fault of history teaching in many places? What are the leading tendencies in the development of history curricula?

If these or similar questions are confronting teachers or administrators of the social studies, an opportunity is at hand to answer them, but some of the problems are likely to be overlooked in the search for facts unless those who are confronted by the problems will lay them before those conducting the inquiry before the questionnaires are formulated. It is hoped that those who are interested will act promptly.

EDGAR DAWSON.

The Glendale Report

GLENDALÉ, Los Angeles, issues a straightforward, business-like annual report, upon its city schools, through the Superintendent, Richardson D. White. The recent report, in a bright yellow cover, comprises twelve pages.

Glendale has a total average daily attendance of 3365; enrollment, 3631; boys, 1850; girls, 1781.

Cost per elementary pupil for teaching	\$58.63
Cost per elementary pupil all other expense	17.35
Total cost for elementary pupil	\$75.98
Cost per kindergarten pupil for teaching	\$56.87
Cost per kindergarten pupil all other expense	42.24
Total cost per kindergarten pupil	\$99.11

Average annual salaries:

Principals	\$2,072.08
Teachers	1,609.79
Janitors	1,500.00
Total valuation School Property— (round numbers)	\$ 760,000
Total annual pay roll— (round numbers)	220,000
Total outstanding bond debt— (round numbers)	1,030,000

Two items of this good, terse report are of special significance:

"The outstanding feature of the school year has been the large increase in attendance necessitating the employment of thirty-four more teachers than were employed the previous year and resulting in crowded conditions everywhere. . . .

"As far as possible I have tried to secure the punishment of offenders against our school children. One case carried to the Superior Court was dropped, seemingly through political manipulation."

The Elementary School at San Jose Teachers College

WITH approximately five hundred normal, active children on the campus the students of the San Jose Teachers College live in an atmosphere that keeps before them the work for which they are preparing. The elementary school of this institution is being organized as the heart of the school. The definite purposes of this organization may be stated as follows:

The elementary school has four specific aims.

1. A constant opportunity for the observation of children while being taught by modern methods. Both class and individual observation are provided for. Students form the habit of visiting the different grades of the training school even when they are not working for credit. Definite principles of teaching are constantly employed so that an observer may see at any time illustrations of selection and emphasis of subject matter, teacher in the background, scientific drill, project teaching, etc.

2. A school in which the best ideas in all the different departments of the college may be applied under varied conditions. For example, the English department which is preparing teachers to teach English is employing the training school as a practical illustration of its teachings.

3. A practice school where prospective teachers may try their skill after being prepared by trained supervisors who also guide and assist them during the process of teaching. The point emphasized here is the care with which the student teacher is prepared and guarded. A semester of this type of work should be more beneficial than several years of hit and miss experience.

4. A laboratory furnishing to students in the classes in Educational Psychology and Measurements an opportunity for research toward the advancement of elementary education or for exercise toward the development of the technique of securing first hand data. Tests and measurements are frequently given by the department of Educational Psychology. The children have learned to enjoy them.

Such a training school has a beneficial influence upon teaching in the entire state. For illustration, as this is being written fifteen teachers from a nearby city are visiting the training school. They asked especially to see work in projects and silent reading. In addition the director of the training school keeps on file bibliographies upon practically all the sub-

jects in the elementary school curriculum and any teacher who desires information or advice on such subjects as the teaching of spelling, arithmetic, primary reading, etc., may secure helpful information by visiting the training school or by writing.

From another standpoint the training school is rendering service that is just as valuable as are any of the points already discussed. By providing a modern type of education to children from over four hundred progressive families, the influence upon parents in demonstrating to them the values of the modern school is sure to be powerful in helping to bring about educational progress. The training school has an active Parent-Teachers' Association that meets the second Friday of each month. Students find profit in attending some of these meetings.

GEORGE E. FREELAND,
Director, Training School.

Supervisors and Principals

F. R. COUCH, director of boys' vocational work, F. Oakland, recently delivered a notable and inspiring address at a joint meeting of Oakland principals and supervisors, on the mutual interhelpfulness of these two important groups of school workers. He said in part:

"There should be the closest kind of co-operation between principal and supervisors. The principal may or may not attend the meetings between teachers and supervisors. He is usually too busy and it is assumed that he already knows everything the leader is to say, hence he can use his time to better advantage in administrative duties. When the principal afterwards tries to supervise, he may find, and often does find, that his suggestions and directions are different from those given in teachers' meetings. The principal should be present and should participate in every conference of his teachers with the supervisors, or else have a representative there to report to him. There **must** be unity of aim and purpose, consistency and harmony of direction and suggestion, and intimacy of relation which will put the teacher's feet on firm ground. Harmony of direction and suggestion must be attained, for if there is contradiction between supervisors and principal one or the other suffers in the estimation of the teachers. The principal should be fitted to answer any question of a teacher as a supervisor would answer it, because he knows the supervisor's thought in the matter; he is intelligent about the supervisor's desires and aims. There is mutuality in aims, plans and hopes and there is unanimity, harmony and accordance in these directions.

"The school is supported for the child and it is the business of the school to fit the child for the future and to enable him to fit into that future as a participating, contributing unit. The advancement of the pupil is the single end aimed at by both principal and supervisor. Both and each

(Continued on page 49)



EDUCATIONAL LITERATURE

Pageantry in the Schools

MISS MARIE R. HOFER, whose long and notable record in the field of school dramatics and pageantry has made her known to school people throughout the country, has recently prepared an extensive manuscript on "School Pageantry." From this rich and suggestive material the Sierra is privileged to make the following excerpts:

Material for Pageant of Panama Canal

The incidents of this project, are of long-standing historic significance and cover a long period of time. The material spreads itself over three periods, Spanish, French and American, with an early American epoch,—the gold-hunting "Argonauts,"—between.

Each period lends itself to a different type of representation. The first can be very effectively given in a series of moving tableaux, beginning with a static picture of Columbus landing. This can well be copied from some famous picture, chosen by the students. The Spanish series may be closed by the Argonauts, crossing the Golden Road.

The French episodes should be treated in a series of meetings, discussing the various Canal projects. A very pretty play can be constructed from DeLessep's proposition—quarrel with Commissioners,—appeal to United States, etc. The real names of the characters should be assumed, which will give reality to our international relationships. Much of this personal element may be found in "Panama—its Creation, Destruction, Resurrection," by Phillip Varilla. The final building of the Panama Canal by the United States had best be presented by moving pictures as the mechanical development is of too vast a nature to be attempted by description. Any of the three parts can be presented separately or all as a whole. A spiritual discussion of the French Episode would represent the work of the class.

Moving Tableaux of Historic Events

1st Picture—Columbus landing at the Isthmus on his Fourth Voyage, 1505.

2nd Moving Tableau—Balboa sees the Pacific Ocean from a mountain rise—wades into the Pacific and takes possession in the name of Spain. "Lord Eternal and Almighty God, who by Thy sacred word hast created the Heavens and the Earth, in Thy Name I take possession of this Land and its great Sea!" raising his sword hilt for cross. They turn and pass out as they came. 1513.

3rd Tableau—Cortez arrives with explorers—they begin to survey the Isthmus with a view to a Canal. Men with crude instruments begin surveying land. Others cut brush. The Isthmus also becomes a shipbuilding center for the Spaniards. A rude ship's prow or galleon with rough sails can protrude from, behind bushes

or scenery. Men pour out from this, bring tools and begin to work. 1520.

4th Tableau—Sir Francis Drake raids the Spanish treasure house at Nombre Dios, on the Isthmus, 1572. Men steal from their boats prow, across to the fortress. While one set attack the guard, the other breaks into the storehouse. They carry out ingots of silver and gold to the boat. They make good their escape. A second scene may be shown where Queen Elizabeth dines with Drake on board the "Golden Hind," after which she knights him.

5th Tableau—General Simon Bolivar, 1826. Dictator of the Spanish-American colonies, desires a Spanish-American Congress. Bolivar declares Panama free from Spain. Group of men and banners from both countries.

6th Tableau—"Argonauts of 1849" travel Balboa's Golden Road of the Panama Route. The Panama Railroad, begun in 1850, completed in 1855, called the "Bridge of the World." Scene of rough gold hunters and Panama Indians building the railroad. Many sick and die while working. Raise banner, "Bridge of the World."

The Druid Council,

A Conservation Pageant.

A discussion of forestry and the conservation of other natural resources of California might be gathered up and dramatized in a pageantized play. The ancient Druids as worshippers and conservers of the forests, the "Irate Elements" after having been turned to Man's account, speak their minds while reviewing main facts in Nature. A bit of old Nature-worship lingers in the make-up of every live boy and can be turned to respect instead of destruction. Progress and education bring us up to date, and the sentiment expressed may prove a happy climax to a semester of general science, manual training, agriculture and other related subjects.

The domestic science classes can take charge of the costuming dyeing, designing, etc. All properties should be simple, constructive, and inexpensive. One bolt of unbleached dyed cheesecloth will produce the robes for the first group. Stumps, trees, boulders, can be painted and constructed. The rest of the equipment can be gathered from everyday wardrobes. Eliminate theatrical and expensive costume.

Your State Library

THE California State Library at Sacramento belongs to you. You helped pay for it! You are taxed to maintain it. Have you ever visited it?

When you go to Sacramento, visit your library. A cordial welcome will be yours. You will find there

235,000 volumes on the shelves, covering all subjects in which you might be interested.

Framed copies of famous pictures to be used for clubs, schools, lecturers, etc.

A thoroughly equipped law department.

A collection of books about California, books by Californians, records of pioneers, prominent musicians, artists, actors, etc., of California.

A newspaper index covering the period from the publication of the first paper in 1846 to date.

Seven thousand bound volumes of newspaper; 180 newspapers and 895 magazines currently received.

Books, magazines, music, maps, writing appliances and games for the blind.

State, county, city as well as United States and foreign government documents.

A reference department through which the books of the State Library are loaned to all other libraries of the state.

A union catalog, which indicates from what other libraries books may be borrowed, if they are not in the State Library.

A county library organizer, who will tell you how to get a library for your county.

A staff that will accord you every courtesy.

New California School Law

A NEW law operative August 17, 1923, whereby county boards of education cannot grant teachers' certificates of the general secondary, elementary, or junior high school grade for a longer period than one (1) year, unless the applicant shows that he has completed a course in college or teacher training institution in one of the following:

(1) American Civics; (2) American Civil Government; (3) American Constitutional Law; (4) American Constitutional History or (5) in lieu of the above has passed an examination in "The Provisions and Principles of the Constitution of the United States."

This law does not apply to applicants for special certificates; i. e., Health and Development, Attendance Officers, etc., nor does it apply to those who applied for county certification prior to August 17, 1923. It is an ex-post-facto law so far as their certification is concerned, but if they allow their certificates to expire, so that they must proceed "de novo", said law will then be operative and they must satisfy the conditions of the same.

Transcripts of record, issued by colleges or normal schools may be accepted by county boards of education showing that the applicant has completed one of the courses listed above, as satisfactory evidence of the required knowledge of the Constitution of the United States.

County boards of education, may, in their discretion, hold an examination upon the provisions and principles of the Constitution of the United States at the time of the semi-annual teachers' examination in order to determine the qualification of teachers with respect to the Constitution of the United States.

The Alameda County Board of Education, for

example, will hold such an examination during the week of December 15 to 22, 1923, and again during the week of June 16 to 23, 1924. Teachers whose certificates have been limited to one (1) year by this law can take this examination in the Principles and Provisions of the Constitution, and, if successful in this examination, thus extend their certificate for the balance of the two (2) or six (6) year period for which the same would have been granted were it not for the operation of said law. Certificates granted on limited credentials will be thus extended to expire on the same date as the credential upon which they were granted.

A course in a summer school in 1924 will also enable the certificant to satisfy the conditions imposed by this law.

Suggested References for Mothers and Teachers of Little Children

FOR the service of mothers and teachers of little children, the following list of books is recommended. It is not necessarily a best list, but the books chosen touch practically every phase of child education. The reader will find these books less technical than others that might be chosen upon the same subjects:

Primitive Family as an Educational Agency—Arthur J. Todd. Putnam.

History of the Family—Willistine Goodsell. Macmillan.

Mothercraft Manual—Mary L. Read. Little Brown.

Care and Feeding of Children—L. Emmett Holt. Appleton.

Nutrition and Growth of Children—Wm. R. P. Emerson. Appleton.

Pre-School Child—Gesell. Houghton Mifflin.

Suggestions of Modern Science Concerning Education—Jenning, Watson and others. Macmillan.

Psychology of Childhood—Nesworthy and Whitley. Macmillan.

Talks to Mothers—Lucy M. Wheelock. Houghton Mifflin.

Bookless Lessons for the Teacher Mother—Ella Frances Lynch—Macmillan.

Conservation of the Child—Arthur Holmes. Lippincott.

Spontaneous Activity in Education—Maria Montessori—Frederick A. Stokes.

Brightness and Dullness of School Children—Herbert Woodrow. Lippincott.

Mind in the Making—James Harvey Robinson. Harper Bros.

Outwitting Our Nerves—Josephine Jackson. Century.

Child's Unconscious Mind—Wilfred Lacy. Dodd, Mead.

Hygiene of the School Child—L. M. Terman. Houghton Mifflin.

Outlines of Child Study—Benj. C. Gruenberger. Federation for Child Study—Macmillan.

Parents' Job—Columbus N. Millard. Pilgrim Press.

Kindergarten Children's Hour (in five volumes)—Lucy Wheelock. Houghton Mifflin.

1. Stories for Little Children.

2. Children's Occupations.

3. Talks to Children.

4. Talks to Mothers.
 5. Children's Songs and Rhythms.
- Ten Minutes by the Clock (book of plays for children)—Drama League Series. Doran.
- Child and His School—Gertrude Hartmann. Bureau of Educational Experiments, New York City.
- Intelligence of School Children—L. M. Terman. Houghton Mifflin.
- Montessori System Examined—Wm. Hurd Kilpatrick. Houghton Mifflin.
- Froebel's Kindergarten Principles Critically Examined—Wm. Hurd Kilpatrick. Macmillan.
- Talks to Teachers—William James. Henry Holt.
- Motivation of School Work—Wilson and Wilson. Houghton Mifflin.
- Elementary School Curriculum—Frederick G. Benser. Macmillan.
- Education for the Needs of Life—L. E. Miller. Macmillan.
- Kindergarten Songs for Little Children—Edna Everett. Everett, 444 East 50th St., Chicago.
- Children's Singing Games—Marie Ruef Hofér. Flanagan.
- Child Under Eight—Murray and Smith. Longmans Green.
- Children's Literature—Curry and Clippinger. Rand McNally.
- Were You Ever a Child?—Floyd Dell. Knopf.
- Spirit of Youth and City Streets—Jane Adams. Macmillan.
- Shackled Youth—Edward Yoemans. Atlantic Monthly Press.
- Programs for Child Study Classes (1920-1920)—San Diego (Calif.) Federation of P. T. A.'s.
- Moral Principles in Education—John Dewey. Houghton Mifflin.
- Interest and Effect in Education—John Dewey. Houghton Mifflin.
- First Steps in Child Training—M. V. O'Shea. Drake Co.
- Trend of the Teens—M. V. O'Shea—Drake Co.
- Faults of Childhood and Youth—M. V. O'Shea. Drake Co.
- Everyday Problems in Child Training—M. V. O'Shea. Drake Co.
- By Madeline Veverka, Los Angeles, City Schools Department of Kindergartens and Primary Grades.

Little Sea-Folk—By Ilsen Nathalie Gaylord, with illustrations by Florence Liley Young. 213 pp., many ill., colored plate. Little, Brown, 1923. \$1.50.

The little sea-folk—those well-known little creatures that may be picked up on any beach at low tide, or found on any rocky shore—are among the most wonderful folk of land and water. They have the queerest habits and do the strangest things imaginable, and many of them are as beautiful as jewels in color and form.

Mrs. Gaylord tells the children all about them—the sea urchins and starfishes, the anemones and sand dollars, the scuttling crabs and shrimps and other shellfish, the barnacles and limpets and the phosphorescent sea worms. She

describes the making of coral and sponges and mother-of-pearl and abalone shell by these busy little beings, and opens up to children a perfect treasury of fascinating stories which are better than the mere fairy tales they sound like, in that they are perfectly true. Old Mother Nature has created some very wonderful folk to live in the great seas, but no one who did not already know about them would never suspect these familiar sea people of leading such adventurous and exciting lives.

This is a good nature book of the seashore for children in the upper grades.

The same book, with 13 pages of lesson questions added, is published simultaneously under the title "Sea Creatures." V. MacC.

Essays English and American—Edited by Raymond M. Alden, English Department, Stanford University. Scott Foresman and Co. Pages, 475.

This is a collection of many of the most famous essays by English and American authors. The list begins with Bacon, comprises most of the great 18th and 19th century English writers—among them Goldsmith, Lamb, DeQuincey, Macaulay, Carlyle, Ruskin, Stevenson—and the leading American authors from Irving to Thoreau. The author has supplied brief but illuminating notes and biographical sketches. The volume is intended for illustrative uses in high school and college classes in literature.

V. MacC.

Un Jeune Legionnaire—By Albert Erlande. Edited by Victor E. Francois, officer d'Academie, professor of French, College of the City of New York. Pages, 144. Illustrated. Charles E. Merrill Company, New York.

The author of this vivid story is well known in France as a poet and novelist. It is an unusual treat to have in an American school series a literary masterpiece for young people written by a contemporaneous French author of distinction. Erlande's story, "En Campagne avec la Legion Etrangere", was crowned by the French Academy; another story has been filmed by a great cinema corporation; while his "L'Immortelle bien-aimée" (1922) won a 5000-franc prize.

"Un Jeune Legionnaire" is suitable for early second year reading. It is a true story of gripping interest and in simple language, of the adventures of a French boy and his dog amid the dramatic scenes of recent history. Its realism is enhanced by actual photographs of some of the principal characters of the story.

V. MacC.

Progressive Education—By George A. Mirick. 314 pp. Houghton Mifflin Co., 1923. \$1.90 postpaid.

Many teachers as well as students are asking what the so-called "progressive movement" in education means. They want to know just how a "progressive" school differs from any other kind. They do not understand the educational significance of the terms, "school of freedom," "self-education," "socialized recitation," "problem," "project," and so on. In fact, as they

read the elaborate reports of "experimental" schools, and as they visit schools in which these terms are avowedly being interpreted, they are often in doubt as to the soundness of the resulting education, or else they discover such a variety of interpretations that they are confused.

Mr. Mirick, in his book, "Progressive Education," attempts to answer these questions and to clear up this confusion.

In Part I an explanation of progressive education is given. The reasons for it and the key to its method are found in the modern sciences that deal with human life. The writings of specialists in this field are drawn upon freely and the implications of their contributions to education are explained in simple language, with many illustrations from the home and the school.

In Part II the methods by which the development of children may be fostered and directed are described and illustrated. They relate to the life of the school, conceived as a social organism in which pupils are consciously constructing agents, and also to the study of the subjects of the curriculum.

The chapter on "discipline" should prove particularly helpful to teachers and parents who are in doubt as to the wise procedure with children who are troublesome in conduct or in other ways are a problem.

The place and method of "appreciation" in education are treated from the angle of self-education and a respect for individual personality.

The discussion of scientific measurements gives practical guidance in applying the scientific method to the different subjects of study in the daily work of an ordinary school where the teacher has not had special training and is without standardized material.

The book is well adapted to elementary courses in education in colleges, to normal schools, and to teachers' reading circles. It will also repay careful reading by individual superintendents, supervisors, principals and teachers.

Of special note is the author's excellent, clean-cut distinction between two great schools or poles of thinking, which he characterizes thus:

Philosophical Thinking

It starts with an assumption, a conviction, an ideal, a creed, a philosophy to which the mind is committed as a final, absolute truth that is not to be questioned.

The proof of the correctness of philosophical thinking is the resulting harmony with the presuppositions with which the thinking started.

It employs the art of the logician.

Scientific Thinking

It starts with a theory that the mind holds tentatively and follows as a guide in an investigation or an experiment in a search for further knowledge.

The proof of the correctness of scientific thinking is the workability of the results when they are applied in ways useful to mankind.

It employs the art of the systematic investigator.

It assumes absolute values.

It is deductive.

It is idealistic.

It is interested in maintaining the old. It is static, conservative.

It recognizes only relative values.

It is inductive.

It is pragmatic.

It is interested in setting to work the new. It is progressive, liberal.

V. MacC.

Schutte Scale for Rating Teachers—By T. H. Schutte, Director Training Department, Northern Arizona Normal School, Flagstaff, Arizona. 4 pp. World Book Co. Sold in packages of 25, \$1.00 net per package.

This excellent scale is a device to guide and assist one in the rating of teachers in those qualities which make for success in teaching. The scale will be found valuable in aiding the teacher to analyze herself with a view to improvement and aiding the rating officer in his analysis of the teacher and to arrive at an adequate rating and suggest means of improvement. Ratings are given under the following headings: I. Personal and Social Qualities. II. Cooperative Qualities. III. Leadership. IV. Scientific and Professional Attitude. V. Teaching Ability. Each of these general traits is analyzed by means of from 11 to 27 specific questions, each calling for a rating in a single aspect of the general trait. The rating in the general trait is the average of the specific ratings. A combined rating may be found which is the average of the ratings in the five general traits. The scale was constructed largely from the questions asked by school executives concerning candidates and from questions they asked candidates in conference. A defect of this scale, as of others, is that it emphasizes teacher activities when ideally, pupil activities should be emphasized most.

It is not intended that all teachers be marked in all qualities on this scale, but all teachers should be marked under each of the five large divisions (Personal and Social Qualities; Cooperative Qualities; Leadership; Scientific and Professional Attitude, and Teaching Ability). The subdivisions are given to aid the rating officer in his analysis. He should check as many of the subdivisions as he can, but only those for which he has an adequate basis for judgment.

The scale may be used in the following ways:

1. To single out qualities for improvement.
2. To analyze a teacher for employment and promotion.
3. As an aid in the supervision of teachers by providing a concrete basis for conference.
4. For use by classes in education to point the way to analysis.
5. As a guide in observing others for self-improvement.
6. As a guide and basis for discussion in teachers' meetings to produce consciousness of details and teaching merit.

The scale has many commendable features. It is stimulating and helpful. The utilization of such rating scales as this is recommended to employing officers and school boards. V. MacC.

Put the joy of music
into physical education,
recreation and play



Fully possible with the Victrola and
hundreds of especially made Victor Records

Rhythm Drills
Marches

Folk Dancing
Games

Health Exercises
Calisthenics



For full information, consult any
dealer in Victor products or write

Educational Department
Victor Talking Machine Company
Camden, New Jersey

Say you saw it in the Sierra Educational News

NOTES AND COMMENT

CALIFORNIA STATE BOARD OF EDUCATION ITEMS FROM OCTOBER MEETING

1. Tia Juana Menaces Our School Girls

DANGEROUS conditions existing at Tia Juana and the fact that many young school girls are being lured to Tia Juana resorts, were reported. The State Superintendent was authorized to give warning to superintendents of the menace of Tia Juana to California school girls.

2. Narcotics and School Children

Capt. Richard Hobson, president of the International Narcotic Educational Association, appeared before the board to ask their cooperation with his organization in the suppression of the narcotic evil. The following resolution was adopted:

The State Board of Education deems it timely to call upon county boards of education, city boards of education, school superintendents, principals and teachers to exercise unceasing vigilance in shielding school children from this traffic and to carefully review the curriculum of the schools to see that suitable training and suitable information are given to each child to enable him or her to guard himself or herself against a habit unspeakably terrible.

3. Money for Vocational Rehabilitation

The following resolution was adopted:

Whereas, no state funds will be available for the purpose of matching federal funds which may be allotted to the State of California for the promotion of vocational rehabilitation under the state and federal vocational rehabilitation acts for the fiscal year 1924-25, and

Whereas, a strong popular demand for the continuation of the existing service has prompted several communities to offer private donations for the purpose of matching federal funds during the fiscal year 1924-25, be it therefore

Resolved, that the State Board of Education hereby agrees to accept such donations as may be offered under satisfactory conditions for the promotion of vocational rehabilitation acts, and will undertake to administer the funds to the best interests of the communities concerned.

4. California School Law and U. S. Constitution

Mr. Olney was authorized to inquire whether junior colleges would be willing to give courses to teachers in California School Law and the United States Constitution, provided they have instructors on their staffs who would be capable of giving the course. The board also voted that teachers be required to either take a course or pass an examination in California School Law and the United States Constitution.

5. Junior High School Credential

The following resolutions were adopted:

Resolved, that on and after this date the general junior high school credential shall

authorize county boards of education to grant certificates of junior high school grade entitling the holders to teach in any of the elementary and junior high school grades; and be it further

Resolved, that the professional requirement for the junior high school credential be amended to include the following courses, effective on and after March 1, 1924:

Principles of Junior High School Education, a minimum of 2 units;

Principles of Elementary Education, a minimum of 2 units;

Practice Teaching, a minimum of 4 units;

California School System, and California School Law, a minimum of 2 units;

Education for Citizenship, a minimum of 2 units;

A teacher's course in some high school subject, a minimum of 2 units;

School and Classroom Management, a minimum of 1 unit.

6. General Secondary Credential

Resolved, that on and after March 1, 1924, a minimum of two units of work on the California school system and California School law be required for the general secondary credential, in addition to other requirements.

7. Kindergarten-Primary Credential

Resolved, that the State Board of Education authorizes the issuance of the kindergarten-primary credential on and after January 1, 1924, which will authorize county boards of education to grant certificates of kindergarten-primary grade entitling the holders to teach in any kindergarten grade and in the first, second and third grades of the elementary school.

The National Committee for Better Films, affiliated with the National Board of Review, has launched a campaign for the use of appropriate motion pictures, in conjunction with the National Association of Book Publishers, with the cooperation of the Boy Scouts, American Booksellers' Association and the American Library Association. Last year the plan was adopted in hundreds of cities and towns throughout the country, where it met with an enthusiastic response and where exhibitors showed approved films drawn from approved book sources, at the request of schools, libraries, clubs and various local organizations.

This is a movement in which all those desirous for the welfare of young people and the improvement of motion picture exhibitions may well take part. A list of fine films drawn from standard or recent literature can be had upon application to the National Committee for Better Films, 70 Fifth Avenue, New York City. The list is prefaced by an outline of the steps which should be taken locally to make these special performances a success.

American Ideals in the Ninth and Tenth Years

MANY high school principals, city superintendents, and English teachers in California high schools have expressed a clear conviction concerning the work on American ideals in the ninth and tenth years. They believe this work should be mainly beautiful literary appreciations, both prose and poetic, of our country and its institutions largely by the prominent characters who have made our country what it is.

McBrien's "*America First*" meets this viewpoint perfectly. Note the table of Prose Contents:

The Continental Congress—A Dramatization	
America First	Woodrow Wilson
The Meaning of the Flag	Woodrow Wilson
Makers of the Flag	Franklin K. Lane
The Flag of the Union Forever	Fitzhugh Lee
Farewell Address	George Washington
Washington	John W. Daniel
Abraham Lincoln	Henry Watterson
Second Inaugural Address	Abraham Lincoln
Robert E. Lee	E. Benjamin Andrews
Our Reunited Country	Clark Howell
The Blue and the Gray	Henry Cabot Lodge
A Reminiscence of Gettysburg	John B. Gordon
The New South	Henry W. Grady
The Duty and Value of Patriotism	Archbishop Ireland
Our Country	William McKinley
Behold the American	T. DeWitt Talmage
The Hollander as an American	Theodore Roosevelt
The Adopted Citizen	Ulysses S. Grant
Our Navy	Hampton L. Carson
The Patriotism of Peace	William J. Bryan
A Plea for Universal Peace	George W. Norris
Gettysburg Address	Abraham Lincoln
Neutrality Proclamation	Woodrow Wilson

In addition the book contains eighteen well-known selections under "Poetry of Patriotism."

Write us if interested.

We should be pleased to send you a copy for examination.

AMERICAN BOOK COMPANY

121 Second Street, San Francisco

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

Say you saw it in the Sierra Educational News

(Continued from page 18)

The Foundation is accumulating all available data bearing on the work and needs of institutions of higher learning associated with the Congregational fellowship, to include material bearing on curriculum, resources, budget and publications. It is endeavoring to become an information bureau that shall be able to supply the churches with the latest facts obtainable about Congregational institutions. In 1924 the Congregational Foundation for Education will be on the apportionment budget for three percent. This income, together with gifts from individuals, will enable it to make grants to the more needy institutions.

While the average of maintenance per pupil in attendance in 1912 was \$76.38 and was \$121.52 per pupil in 1922, this increase in maintenance cost was due almost entirely to the two factors: (a) increase in the number of pupils enrolled in school, and (b) the decrease in the purchasing power of the dollar. In order to purchase what \$1 would buy in 1912, \$1.73 was necessary in 1922.

PHELAN BUILDING SAN FRANCISCO

Better Results in High School English

THE incoming Freshman of August, 1923, writes better English than the Freshman of any recent matriculation season at Berkeley, according to the Subject "A" figures as finally compiled. Subject A represents the test in English composition required of all new students (and some old ones) regardless of age or previous scholarship record. In 1922, of the 2525 taking the examination, 1298 or 51% passed and 1227, or 49% failed, while in the examinations held August 18th and September 1st of this year, out of 2322 applicants for admission, 1374 or 59% passed, and 948, or 41% failed. The reduction of 8% in the "failing" list during the past year seems to be due, according to the Committee on Subject A, to increased attention to composition in the high schools."

(Quoted from a University of California Announcement of September 12, 1923)

In obtaining better results in English composition, many California high schools have found just the material they need in—

Tanner's Composition and Rhetoric

This new book has already been adopted in Oakland, Fresno, Fillmore, San Mateo, Kingsburg, Concord, Woodland, Hughson, Vallejo, Gilroy, Gridley and in many other places.

GINN AND COMPANY

45 Second Street

San Francisco

SINGLE SALARY SCHEDULE

(Continued from page 32)

change in relation of percentage values established for these first two classes and not existing between all other classes is permissible, because it makes the percentage schedule for minimum salaries for classes express the present judgment of society concerning these first two classes, wherein persons are discouraged from entering them. The percentage schedule really encourages persons to prepare for teaching, and enter the schedule with training equivalent to graduation from normal school or better.

If this percentage schedule is used in compiling a Single Salary Schedule, the relations between classes will conform to the scholastic attainments and the salaries in the schedules will vary according to the basal salary used.

The following tabulation will illustrate the application and flexibility of this proposed schedule as it is applied to minimum salaries for each class of teachers:

The Percentage Schedule		Applied		
Class	Percentage	Case 1 Min. Salary	Case 2 Min. Salary	Case 3 Min. Salary
Class 1				
Group A	66 2/3% of base.....	1000*	933*	1066*
Group B	73 1/3% of base.....	1100*	1027*	1173*
Class 2				
Group A	80% of base.....	1200	1120	1280
Group B	90% of base.....	1350	1260	1440
Class 3				
Group III	100% the base.....	1500	1400	1600
Class 4				
Group A	110% of base.....	1650*	1540*	1760*
Group B	120% of base.....	1800*	1680*	1920*
Class 5				
	130% of base.....	1950*	1820*	2080*

*May be omitted.

The number and size of the increments between these bases which are the minimum salaries for these classes are to be determined at the option of the school administration compiling a schedule. These increments are used in all schedules to give proper recognition to tenure, merit in teaching, responsibility, etc., and consequently are rightfully left for local adjustment, but the basal salary for each class, which is the minimum salary, should be established to represent the proper relation between these classes as shown by scholastic requirements.

Conclusions

Your committee does not submit this report and its proposed plans of application with the feeling that this report is a complete presentation of Single Salary conditions in the United States, nor with the feeling that its percentage schedule proposed is without fault, or that it is a panacea for all salary schedule maladies, but your committee hopes that this report contains enough definite information to be of material aid to students of the Single Salary Schedule and that the percentage schedule proposed may become the basis of future construction or reconstruction of salary schedules along acceptable lines, and that it may be applicable to each



What Does the Last Bell Mean to You?

IS THE last bell to you a welcome bell? Or do outside worries crowd around you: how to freshen a blouse for to-morrow, what to wear to a patron-teachers' meeting, how to save for a needed suit, how to find time for study in order to qualify for \$20 more a month next term?

Yet that last bell can mean freedom from such worries, for through a Woman's Institute Course, using spare minutes only, you can gain the knowledge to merit a salary increase in a few months, and lovely, attractive clothes almost from the first.

In those nightly fifteen or twenty minutes usually devoted to mending and pressing, you can be shaping brocaded blouses, alluring frocks of twill, charmeen, vellona with the exquisite finish, graceful flares and color-flashes shop costumes achieve. You can have three times as many clothes as now, of finer, more durable fabrics and lovelier lines. You can start making charming things without a lesson's delay—so swiftly, so vividly does Institute guidance summon costume skill!

An attractive booklet, "*Making Beautiful Clothes*," details the Institute's way to gain lovely things and early advancement, no matter how limited your present salary. Won't you send a letter, card, or this coupon, so that we can start this booklet to you in the very next mail?

WOMAN'S INSTITUTE Dept. 58-D, Scranton, Penna.

Without cost or obligation, please send me a copy of your 48-page booklet, "*Making Beautiful Clothes*." I am most interested in learning:

- ☐ How to Plan and Make Attractive Clothes
- ☐ How to Earn Money Sewing for Others
- ☐ How to Become a Professional Dressmaker
- ☐ How to Design and Make Becoming Hats
- ☐ How to Become a Successful Milliner
- ☐ The Art of Successful Cookery

Name.....
(Please specify whether Mrs. or Miss)

Address.....

Say you saw it in the Sierra Educational News

Recent Worthwhile Texts

—OF—

SILVER, BURDETT AND COMPANY

ESSENTIAL LANGUAGE HABITS—By Charters, Betz, and Cowan.
A three-book series which aims, through abundant motivated drill, at the formation of correct language habits.

ANDERSON ARITHMETIC—This series is especially strong in its organized drill on fundamental processes. It is modern and scientific, based on the most recent classroom experimentation.

TEST AND STUDY SPELLER—By Starch and Mirick. Tests first to determine what words the child cannot already spell, and provides for supervised study of those on which he fails.

OUR UNITED STATES—By Guitteau. 1923 Edition. Makes history teaching effective because it combines historical accuracy with the perpetuation of American ideals. For seventh and eighth grades.

WHERE OUR HISTORY WAS MADE—By Faris. A supplementary historical reader for upper grammar grades.

*For further information about these texts
write to our San Francisco office.*

FRED T. MOORE, Mgr., 149 New Montgomery Street

SUPPLEMENTARY READERS

that "represent a reaction against the excessive use of imaginative and fanciful literary material."

ADAMS: Five Little Friends. 80 Cents.

"An excellent example of the skillful adaptation of factual material to the interests of primary pupils."

THE LA RUE READERS

The F-U-N Book, Primer 68 Cents.

Under the Story Tree, First Reader 76 Cents.

In Animal Land, Second Reader (Preparing).

Joyous stories all made up of entirely new material, with vocabulary carefully graded and checked with Thorndike's

TEACHERS' WORD BOOK.

ROSS: Reading to Find Out. 60 Cents.

A Silent Reader for the Second Grade.

43 games simply described. The children find out how to play the games by silent reading.

THE MACMILLAN COMPANY

609 MISSION STREET
SAN FRANCISCO, CALIF.

and every community in the United States to a greater or less extent.

Bibliography

1. "Salary Schedules, Fort Smith, Arkansas, Effective September 18, 1922." Journal N. E. A. for December 1922—Page 431.
2. "Teachers' Salaries and Salary Schedules in the U. S. 1918-19." E. S. Evenden Ph. D. (Teachers College, Columbia University). Prepared for the commission on the Emergency in Education of the N. E. A. Commission Series No. 6. Price \$1.50.
3. "Principles for Grading Teachers' Salaries," Edward S. Evenden. Teachers College Record May 1921 (Bureau of Publication, Teachers College, Columbia University, N. Y. City. 40c per copy.)
4. "Teachers' Salaries and Salary Trends in 1923." Report of the Salary Committee of the National Educational Association, 1201 16th Street, Northwest, Washington, D. C. July 1923. Price \$1.00 per copy.
5. Bulletins, Circulars, Mimeographed Sheets, and Correspondence files with the city school officers of the cities mentioned in this report.

Respectfully submitted,

MRS. LAURA H. MORROW,
MISS ALICE C. RORIPAUGH,
MISS JESSIE WILKINSON,
MR. CHARLES J. REINHARD,
MR. GUY V. WHALEY, Chairman.

California Credential Fees have also been announced. Hereafter each application for a state board credential, regardless of type, must be accompanied by a fee of three dollars when the applicant is not a resident of California. The State Board will hold that all candidates are non-residents and subject to the three-dollar fee unless actual residence in California for the twelve months preceding the date of application is shown.

Dr. Waldemar Westergaard of Pomona College has returned from his year's leave of absence, spent in travel and study in Europe, and resumed his work as professor of history on the Warren F. Day Foundation. Dr. Westergaard traveled in fourteen European countries, including Germany, France, Austria, Italy, the Scandinavian countries and Finland, Esthonia and Latvia. He held the American-Scandinavian Foundation's fellowship for study in Sweden during the past academic year, devoting his attention to the subject of "Baltic Problems." Dr. Westergaard delivered a series of lectures at Christiania University, Norway, and in Stockholm and Copenhagen. Dr. Westergaard is said to be one of the most competent students of American and Scandinavian history in the educational world today, and is peculiarly fitted to interpret the bearing of the great Scandinavian element of our citizenship upon the future development of our national life.



Physicians Know

that it is both refreshing and invigorating to sip a glass of cool water containing a teaspoonful of

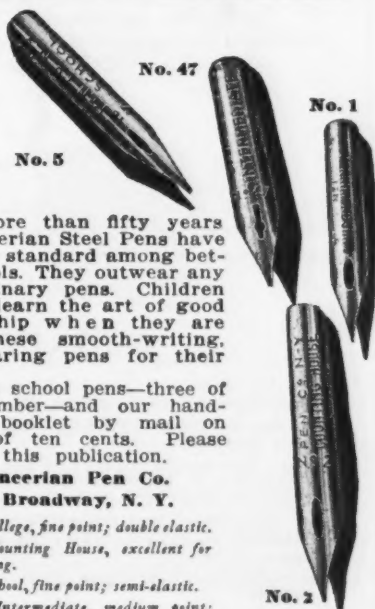
Horsford's Acid Phosphate

A pleasant efficacious tonic for the brain, the nerve cells and the digestive system. Non-alcoholic, it invigorates without undue stimulation—readily assimilated and quickly beneficial in all ordinary conditions.

Sold by Druggists

Rumford Chemical Works, Providence, R. I.

B-48 5-18



FOR more than fifty years Spencerian Steel Pens have been the standard among better schools. They outwear any two ordinary pens. Children quickly learn the art of good penmanship when they are given these smooth-writing, long-wearing pens for their work.

Twelve school pens—three of each number—and our hand-writing booklet by mail on receipt of ten cents. Please mention this publication.

Spencerian Pen Co.
349 Broadway, N. Y.

No. 1—College, fine point; double elastic.

No. 2—Counting House, excellent for book-keeping.

No. 5—School, fine point; semi-elastic.

No. 47—Intermediate, medium point; stiff action.

Spencerian School Pens

Say you saw it in the Sierra Educational News

Like the School Teacher, the Great Dancer Pavlowa Spends Hours on Her Feet

Mme. Anna Pavlowa, the world's best known and most highly paid dancer, gives real thought to her feet and her shoes. And what she said in a recent interview published in the "American Weekly" is of interest and value to all women—especially to teachers, who appreciate foot comfort.

Mme. Pavlowa says:

"Much that I have learned in regard to the care of my feet, so highly important to me in my profession, may be applied to the every-day life of any woman. We are nearly all born with good feet and it is because we choose our shoes badly and neglect the care of the feet that our troubles begin.

"First of all, I found out very early in my career that most shoes are made to sell rather than to wear. They are made too sadly often with outrageous high heels, propped under the arch of the foot in such a way as to create a wicked sting in the foot; pointed at the toe to create vicious corns and red bulging bunions. We women should insist upon certain things in the shoes we select.

"To begin with, we should insist upon our shoes being flexible, not to paralyze the proper muscles of our feet. We should then insist upon low heels or no heels at all and a generous rounded toe. We should see that our shoes form a straight line on the inside of our feet, and that the sole does not rise in an upward curve at the end. And to find shoes of this sort we should shop in out-of-the-way places until such time as our country-wide demand has inaugurated a more general manufacture of our style of shoe. The only place where the high French heels should be tolerated is on the ballroom floor. As for myself, I never wear them—it would be running too great a risk."

Fitting her qualifications of the good shoe—fitting your foot with flexible comfort—and recommended by Mme. Pavlowa, is the

Cantilever Shoe

which will be demonstrated to any teacher who kindly calls at one of the agencies listed below. Come and see how good looking is the style of the Cantilever.

CANTILEVER STORES IN CALIFORNIA

Bakersfield—Hickheimer & Co.

Berkeley—The Booterie (Garwood's)
2233 Shattuck Ave.

Long Beach—Cantilever Shoe Store,
Farmer's & Merchant's Bank Bldg.,
3rd and Pine St.

Los Angeles—Cantilever Shoe Store,
508 New Pantages Bldg., 7th and Hill
Sts.

Oakland—Cantilever Shoe Store, 516-15th
Street.

Pasadena—Cantilever Shoe Store, 378
E. Colorado St.

Sacramento—Cantilever Shoe Shop, 208
Ochsner Bldg., K St., between 7th
and 8th.

San Diego—The Marston Co.

San Francisco—Cantilever Shoe Store,
250 Arcade Floor, Phelan Bldg.

San Jose—Hoff & Kayser.

Santa Barbara—Smith's Bootery, 1023
State St.

Stockton—Dunne's Shoe Store, 330 E.
Main St.

FROM THE FIELD

(Continued from page 35)

must see in supervision the effort to secure unity, sequence, completeness of instruction and equality of opportunity for every child.

"The supervisor must know the resources of helpful and inspiring literature for teachers within his field and must be able to make teachers wish to know it and to learn from it. What is suited to the skillful and unskillful the supervisor must choose and recommend with unerring judgment. As a leader of teachers' meetings the supervisor must integrate this knowledge and this desire into his counsels, so the world's best efforts in teaching may become a ready resource to the teachers whom he supervises.

"Much that is called supervision is not effective for inspiration, but produces irritation. The most common form of supervision is that which uses school visitation, ceremony, and assumption of superiority, but which leaves the teacher depressed, disheartened, and even irritated. There are three infallible marks of the right kind of supervision. Commendation of the good, condemnation of the unsatisfactory, suggestion of the better. The supervisor who is most effective is the one who by visits, suggestions and conferences leads the teacher to be consciously critical of her own efforts. Inspiring supervision must help the teacher, it must commend what is commendable in her work, it must arouse and keep alive the belief that for that teacher effort to do better and still better is worthwhile."

A Good Opportunity

THE Educational Service Auxiliary, San Francisco State Teachers College, encouraged by the response to its fall courses, announces a spring course to begin February 4, 1924.

This Auxiliary was organized to meet the situation facing the college administration when the budget failed to appropriate funds for this lecture service, which has become a recognized part of the college curriculum from the time the Normal Schools were converted into Teachers' Colleges to meet the growing educational needs of the state.

For the spring term the following courses are offered: General Science for Junior High School, Dr. Henry C. Biddle. Advanced Biology, Effie B. McFadden. Nature Study for the Kindergarten—Elementary Grades, Grace Findlay, Frank Ray. A Study of the Child, Hilda Holmes. Physiological Foundation of Health Teaching, Dr. Edna L. Barney. Modern Physiology and Health Education, Mary L. Preston (given in Oakland.) Physiology, Health, and Hygiene in Physical Education, Mary L. Preston (given in Oakland.) Constitution of United States, Dr. Gettell. Education for Citizenship, Dr. Edgar E. Robinson. Teaching Social Studies in Junior High School, Olive Thompson. Literature and Other Arts in the Contemporary European Background, Dr. Benjamin H. Lehman (given in Oakland.) Beginning French, Jenny

*"A notable contribution to
geographic education."*

This is the universal opinion of
geographers and teachers every-
where concerning

Goode's School Atlas

By J. PAUL GOODE, Ph. D.

Professor of Geography, University of Chicago

Now on sale, price \$4.00

Rand McNally & Company

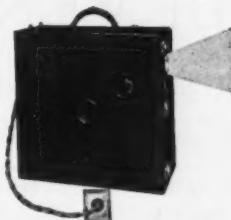
559 Mission Street, San Francisco

Chicago (Dept. A-112)

New York

Publishers of Goode's Wall Maps

DeVry



Many years of experience in serving the needs of schools accounts for the prevailing use of the DeVry Projector as the standard in the California schools.

In the auditorium, as well as the class room, the DeVry performs equally well, showing pictures of theatre quality—clear, rock steady and flickerless.

Our booklet, "Motion Pictures in the School," details the experiences of a few of the largest school systems in the country.

Write for your copy

ATLAS EDUCATIONAL FILM CO.

821 Market St.

San Francisco

For Almost a Year the Most Popular Non-Fiction Book

PAPINI'S LIFE OF CHRIST

Morocco \$10.00
Cloth \$3.50

HARCOURT, BRACE AND COMPANY, 383 Madison Ave., New York

Supplementary Helps That Teachers Are Using With Great Satisfaction in Thousands of Schools

McINTOSH RAPID CALCULATION, CALCULATION DRILLS, BOOKKEEPING DRILLS,
BOOMER'S PRACTICAL ENGLISH DRILLS AND PUNCTUATION PRACTICE,
SAMPSON'S ALGEBRA PRACTICE, PLANE AND SOLID GEOMETRY, GRAPHS.

McINTOSH PUBLISHING CO., Dover, New Hampshire

The Wiley Technical Series

A Series of authoritative classroom and shop texts for secondary and vocational schools, written by teachers of unquestioned ability, carefully edited by Joseph M. Jameson, whose high reputation as an educator is a

matter of common knowledge the country over, and published by John Wiley & Sons, Inc., who need no introduction to buyers of technical books.

A PROSPECTUS WILL BE SENT UPON APPLICATION

The Dictionary Question is Important:

The Genuine LAIRD & LEE WEBSTER'S Dictionaries

Are the Best for School Use: Simple—Practical—Up-to-Date

Write for circulars and prices

LAIRD & LEE, Inc., Publishers, Chicago

For Second Semester Use

ELEMENTS of DEBATING

By LEVERETT S. LYON

\$1.25, postpaid \$1.35

THE UNIVERSITY OF CHICAGO PRESS : 5815 Ellis Ave., Chicago, Illinois

AN IDEAL
BOOK FOR
THE SURVEY
COURSE IN
LITERATURE

List Price \$1.65

SOCIAL BACKGROUNDS of ENGLISH LITERATURE

By Ralph P. Boas and Barbara M. Hahn
Central High School, Springfield, Mass.

ATLANTIC
MONTHLY
PRESS
BOSTON

LAUREL UNISON SONGS

Students' Edition \$.80 List

Teachers' Edition \$3.00 List

FOR BOYS' or MIXED CHORUS WORK

The LAUREL UNISON SONGS, edited by M. Teresa Armitage, rings with the spirit of Joy and Achievement. Every page will inspire and stimulate the sense of comradeship and thus fulfill the moving purpose of the book, which is to promote, through unison singing, true unity of thought and feeling.

Every mood and phase of sound and hearty sentiment is represented in the collection. It contains Art Songs, Ballads, Folk Songs, selections from Operas and Oratorios, Popular, Patriotic and College Songs, etc. Widely in use throughout the State of California.

SEND FOR COPY ON APPROVAL

C. C. BIRCHARD & CO.

Publishers of Laurel Glee Book (for boys),
Boy Scout Song Book, Twice 55 Com-
munity Songs, Brown & Green Books.

Boston, 17, Mass.

To Teach History To Give Practice in Parliamentary Law
DRAMATIC EPISODES
 in CONGRESS and PARLIAMENT

By **ETHEL H. ROBSON**
Grade Supervisor, Chisholm, Minn.

A UNIQUE history text which is equally useful for oral English. Dramatic Episodes of our history, such as the Stamp Act Meetings, the Emancipation Cabinet Sessions, the Disarmament Conference, are reproduced in drama form, and students, impersonating the great historical leaders, learn their country's history in a new and fascinating way, while they are unconsciously getting valuable training in public speaking and parliamentary law.

List Price \$1.25

The ATLANTIC MONTHLY PRESS : Boston



"Give me liberty or give me death"
 —Patrick Henry

For any book published by publishers advertising on pages 50 and 51 of this issue

Write to

CALIFORNIA SCHOOL BOOK DEPOSITORY
 149 New Montgomery Street San Francisco

S. Gentry. Beginning Spanish, Miss M. Ellies; Fundamental Principles of Thorndike Arithmetic, A. S. Boulware. The Informal School, Julia L. Hahn. American Institutions, Mrs. Bertha H. Monroe.

Who shall be admitted to the Oakland Kindergartens, is answered by the following new rules of the Oakland Council. They are to be added to the rules, which now place a limit of fifty pupils in a full kindergarten, or thirty-five to a half-day kindergarten.

"Whenever a kindergarten is divided into a morning and afternoon session there shall be admitted to the morning session of the kindergarten only such pupils as will be legally eligible for admission to the first grade of the elementary schools at the beginning of the following semester. This provision, however, shall not operate to exclude from the morning session such children who for special reasons are to be admitted to the kindergarten for both morning and afternoon sessions, or such pupils who may, from other necessities, be especially authorized to attend the morning session.

"All other pupils of legal kindergarten age shall be enrolled in the afternoon kindergarten.

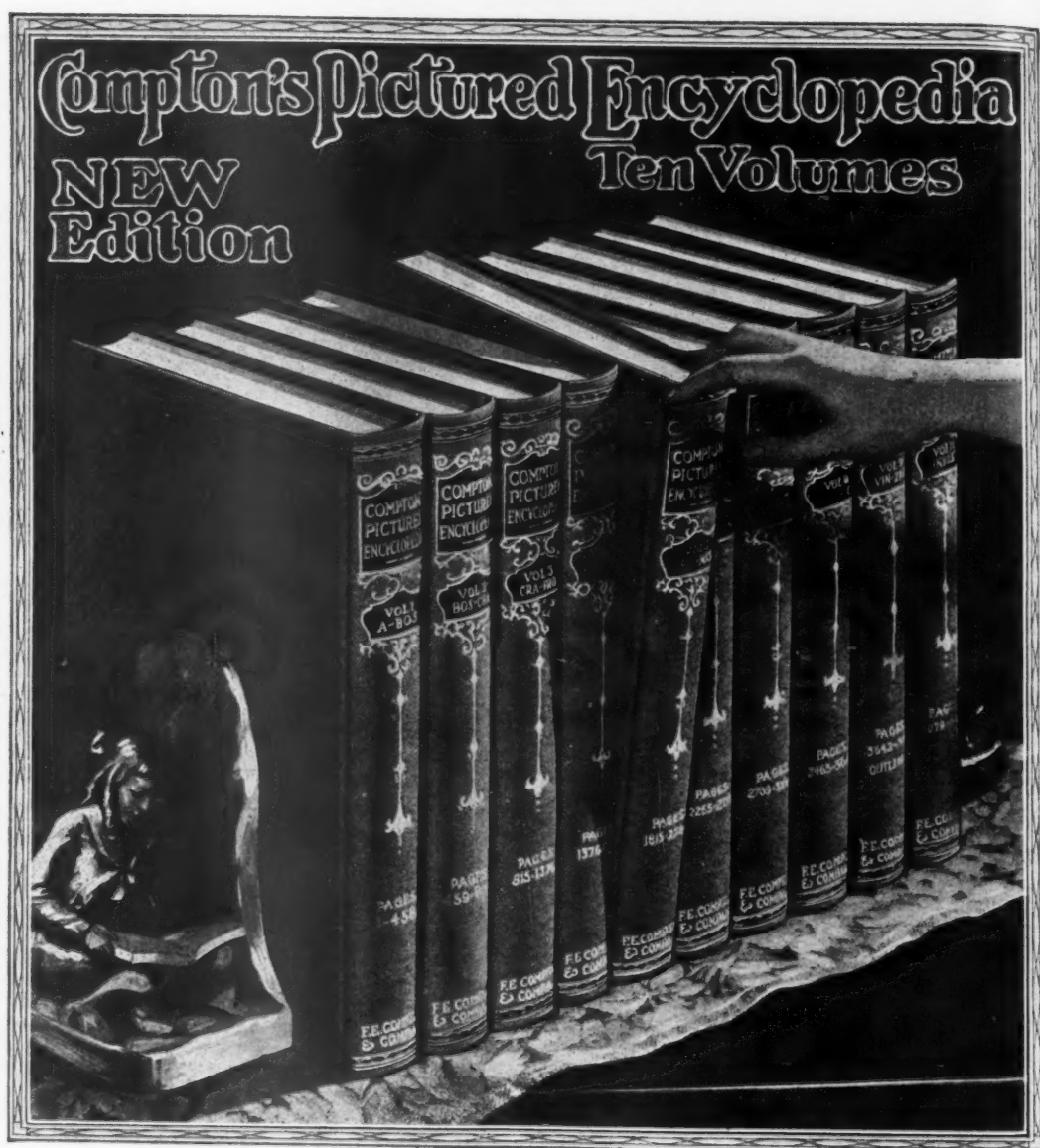
Whenever the number of pupils applying for admission to the afternoon kindergarten is in excess of the maximum number that can be enrolled, pupils excluded from the afternoon session must be those who will not be of legal age for admission to the first grade at the beginning of the second semester following."

These rules may assist other communities that are struggling with this problem.

Joy Elmer Morgan, director of the division of publications, states that the National Education Association is the largest publisher in the world on education. During the last year the Association printed 111,000,000 pages in its proceedings, its monthly journal, and other publications.

In the year 1920 10,000 children in the United States died from measles; many more died from bronchopneumonia following measles, or later from tuberculosis, and other thousands were left to suffer life-long from weak eyes and "running" ears. Measles should be avoided, instead of being considered one of the "lesser evils" that every child is heir to.

Say you saw it in the Sierra Educational News



There is a peculiar quality about Compton's Pictured Encyclopedia which can best be described as a "dual personality."

When you read its articles the simplicity and sparkling interest of its style make you forget that Compton's is an encyclopedia.

As you thumb through the volumes you find that the appearance and make-up of its pages, the character of its type and the excellence of its abundant illustrations carry the charm of a fine magazine.

And yet, when you want exact and complete information, you find that Compton's is the most efficient quick-reference book you ever handled. It is this two-fold character which

has given Compton's a new leadership in the educational world.

On the one hand, it answers fact-questions rapidly and settles problems with the authority conferred upon it by its eighty-eight distinguished editors. On the other hand it provides an inexhaustible score of supplementary reading material.

The teacher finds what she needs in Compton's, already prepared in teachable form. The pupil is so fascinated by its clear and brilliant treatment of topics that the task of developing the reading habit almost ceases to exist.

There is a place for Compton's in every modern school room which no other books can fill.

Write for Free Sample Pages and Prices

F. E. COMPTON & CO., 58 E. Washington Street, CHICAGO

"Let the two great English-speaking peoples of the world—those of the United States and those of the British Empire—come together for the benefit and welfare of humanity," said Honorable W. F. Massey, Premier of New Zealand, advocating world peace before a joint luncheon given recently by the San Francisco Chamber of Commerce and Commercial Club.

The Ohio Teachers' Reading Circle was established in 1882 and began to function in 1883. It is now therefore beginning the forty-first year of its history.

From the beginning this institution has reflected the best in educational growth and thought with each succeeding year. It has merited and secured all along the way a continued and increasing popularity among the school teachers and administrators.

The board of control, which selects books for the Ohio Teachers' Reading Circle and for the Ohio Pupils' Reading Circle, is elected by the state and district teachers' associations.

In 1922-1923 there were distributed among the thirty-four thousand teachers of Ohio, through the reading circle, some eighteen thousand professional books. Pro rata this amounts to more than one book to two teachers. Again in 1922-1923 there were distributed among the pupils of the state approximately seventy-five thousand books.

For the period from June 15 to date, the distribution to both teachers and pupils has been double what it was for the corresponding period last year.

The books offered for the Ohio Teachers' Reading Circle course for 1923-1924 are the following:

1. **Every Teacher's Problems.** W. E. Stark, 1922; pp. 368.
2. **Acquiring Skill in Teaching.** James R. Grant, 1922; pp. 222.
3. **Introduction to the Use of Standard Tests.** Sidney L. Pressey, Luella Gale Pressey, 1922; pp. 25.
4. **Adolescence and High School Problems.** Ralph W. Pringle, 1922; pp. 372.
5. **The Social Trend.** Edward Alesworth Ross, 1922; pp. 235.
6. **Children's Literature.** Charles Madison Curry and Erle Elsworth Clippinger, 1921; pp. 676.

The annual financial report of the circle shows (in round numbers) assets of \$11,000; liabilities, \$7,700; surplus, \$7,700; gross trading profit, \$12,000; expenses, \$12,000. The manager is paid \$3,600.

The Committee on Education of the American Federation of Labor, in its recent report at the Portland convention, declared that there are "selfish and reactionary forces at work endeavoring to influence public school education."

"Selfish interests are seeking to use the public schools for propaganda purposes, are attempting an indefensible censorship of the utterances of teachers, and are undermining the dignity and importance of the teaching profession," according to "well authenticated reports," the committee sets forth.

Included in these organizations, "attempting

Photographs

with your application
make it easier to secure

Better Positions

25

PHOTOS
2¼ x 3¼

\$1.50

Send your remittance
and original photograph
to the agency of which
you are a member or
to us

NATIONAL PHOTO CO. L

Minneapolis, Minn.



School Supplies

Acids---Reagents

Laboratory
Glassware

Microscopes
Stands and
Accessories

JUSTINIAN CAIRE COMPANY

573 Market St. San Francisco, Calif.

Personal Offer to Piano Teachers

The initial book of any course of study is the most important because upon it hinges all that follows, and to start the pupil right is a fundamental necessity. The First Quarter of the First Year of—

THE MUSIC STUDENTS PIANO COURSE

has been as highly praised as it has been widely used, but the editors, seeking perfection, have just revised and enriched this beginner's book.

In accord with the progressive methods of today both clefs are used at the start; and in order to give the beginner an abundance of material the 56 pages of these first nine lessons have been crowded as full of attractive music as possible.

We want every wide-awake user of the course and every teacher interested in it to have a free copy of this new edition. We are therefore offering to send such Piano Teachers without charge a copy of the 1923 edition of the **First Quarter of Year One of the Music Students Piano Course.**

All you have to do is to fill out the blank below, tear it off, and mail it to
Yours truly,

OLIVER DITSON COMPANY, Boston 10, Mass.

OLIVER DITSON COMPANY
Boston, Massachusetts

Date.....

I am a Piano Teacher (a) using or (b) interested in *The Music Students Piano Course*. Send me, free of all expense, the 1923 edition of the First Quarter of Year One.

Name.....

Street and Number.....

City.....State.....Number of Pupils.....

If you know of other bright piano teachers looking for the very best, add their names and addresses below:

(A limited number of copies of the former edition have been reserved for teachers who do not care to change in mid-season, but hereafter the new 1923 edition will be sent in every case unless the former edition is requested.)



BOLENIUS

Some Early Comments

The books meet both the practical and cultural phases of training.

The author shows a fine appreciation of the viewpoint of children.

The material is fresh and attractively presented.

The content is carefully organized.

The vocabulary is built up in a progressive way.

The print, and the arrangement of the sentences on the page, answer all requirements in eye-hygiene.

The illustrations appeal directly to the child.

The pictures, stories, and devices are impelling.

The course is scientific.

It provides for the individual differences of children.

The provision for testing by means of Diagnostic Seat-Work Tests is an especially commendable feature.

The books follow the best modern thought along the lines of teaching both silent and oral reading.

They keep the balance between oral and silent reading.

They develop efficient silent reading habits.

Thought-provoking seat-work growing directly out of the recitation period is carefully planned.

The seat-work provides incentive for the children, and develops originality and individuality.

The Readers afford the finest reading course with all the correlations, that has ever been on the market.

The Manual is arranged to give the teacher very complete help in developing her work. It makes it possible for even the inexperienced teacher to plan and execute so as to obtain results.

Valuable suggestions for handling the lessons both in the recitation time and the time before and after, are included in both Readers and Manual.

Great results can be accomplished with this Method.



P
R
I
M
A
R
Y

R
E
A
D
E
R
S

HOUGHTON MIFFLIN COMPANY

612 HOWARD STREET

SAN FRANCISCO

Say you saw it in the Sierra Educational News

to influence the public schools of America, from their special point of view," the committee names the American Bankers' Association, American Civic Association, "America First" Publicity Association, American Legion, Better America Federation, Chamber of Commerce of the United States, Rotary Clubs, National Security League, and the National Association of Manufacturers.

At Marysville Grammar School, twice each day, 95 children are served with milk, under the health program outlined for the school this year. Those children who desire it are given a glass of milk in the morning and another in the afternoon. Those who feel they can afford it pay a small sum for the milk, but it is served free to those who cannot afford to pay.

The California Kindergarten Primary Association was organized at Fresno, Calif., November 24th, by representatives from all sections of the state. This state-wide organization aims to further the interests of kindergarten-primary education. All organized clubs interested in kindergarten or primary education are eligible to membership through representation. For purposes of organization the state has been districted into the same sections as those designated by the C. T. A.

The object of this association is to unify thought and action in the field of kindergarten-primary education throughout the state, to bring about legislation that will seek to further kindergarten-primary education, to promote the best types of teacher training in the field; to encourage research work; to establish a publicity program; to affiliate kindergarten-primary interests with other organizations interested in the education of young children; and to cooperate with state and national organizations, with the I. K. U. and with the U. S. Bureau of Education.

The following officers were elected by the Council to serve temporarily until the constitution, now in the hands of a constitution committee, is accepted and put into effect.

President—Miss Katherine McLaughlin, Southern Branch of University of California.

Vice-Presidents—The presidents of the six districts represented in the association:

Southern District—Miss Barbara Greenwood, Southern Branch U. of C.

Central Section—Miss Floy Lewis, State Teachers' College, Fresno.

North Coast Section—Not determined.

Northern Section—Marion Babour, State Teachers' College, Chico.

Central Coast Section—Not determined.

Bay Section—Miss Sabinia McMurdo, 191 Frederick Street, San Francisco.

Secretary—Miss Florence Morrison, 1704 Filbert Street, Oakland.

Treasurer—Anna M. Stovall, State Teachers' College, San Francisco.

The next meeting of the council is to be held in Los Angeles, and will be called by the chair, to perfect and vote on the constitution.

The Los Angeles City Schoolmasters' Club is having an excellent year. At its first meeting of the school year, the members of the new city board of education were the guests of the club.



Do You Know What It Means to Be Free From Worry?

Human life would be greatly lengthened were it not for worry about the future.

Half the illness in this life is caused by worry over things that could be prevented, and half the recoveries are postponed by the same cause.

Worry means lowered vitality, premature old age, reduced efficiency. Freedom from worry means just the reverse, and as a result, greatly increased professional success.

Of all workers, it is most important that the Teacher be free from worry.

Like Sin and Disease, worry should be banished from the world, and would be, if everyone co-operated for mutual benefit and relief, in some way similar to that by which the T. C. U. has banished worry for Teachers.

Just fill out, cut off and mail the attached coupon. We shall then mail you full particulars of how we protect Teachers. Please do it today. It commits you to no action. It implies nothing except that you would be interested in reading our Proposition to Teachers. It will be followed by no personal solicitation.

Teachers Casualty Underwriters
456 T. C. U. Building Lincoln, Nebraska

**CUT OFF AND MAIL
THIS WORRY-CHASING COUPON**

FREE INFORMATION COUPON

To the T. C. U. 456 T. C. U. Bldg.,
Lincoln, Nebraska.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

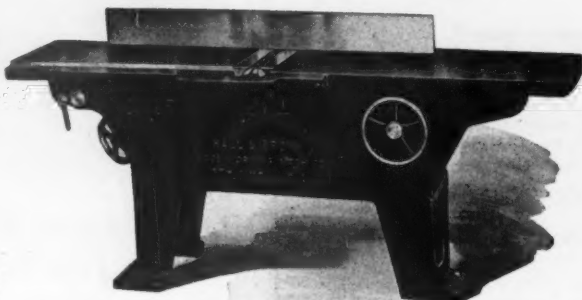
Name

Address
(This coupon places the sender under no obligation.)

THE— HALL & BROWN LINE—

THE BEST TO BE HAD IN WOOD WORKING MACHINERY

“Get an
‘H & B’
Quotation—
IT PAYS”



Prompt
Deliveries
From
Pacific Coast
Stocks

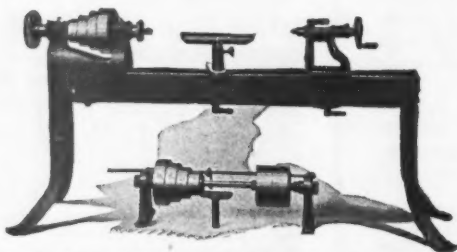
The NEW model No. 197 Hand Planer. Built in three sizes—8, 12 and 16 inch.
Equipped for either belt or direct motor drive.



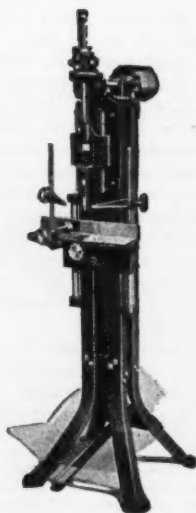
The Strong, Rigid, Durable, Portable, Low Priced

PARKS MACHINES

Warrant Your Investigation.



C 31 Progress 16-inch Turning Lathe for
general turning, pattern and
face plate work.



C 135 New Rapid
Mortiser.

For the Most Complete Line of
SCHOOL MACHINERY AND SHOP SUPPLIES

Apply to

Harron, Rickard & McCone

139 Townsend Street
San Francisco

225 So. San Pedro Street
Los Angeles

California

Say you saw it in the Sierra Educational News

In November the club met at the Polytechnic High School, the principal address being by Chief of Police Vollmer regarding his work and plans for the police department of Los Angeles. Former Superintendent John Francis and Melville Dozier, formerly assistant superintendent of Los Angeles City Schools, also spoke at this meeting.

The December meeting of the club was at Santa Monica High School as the guests of Superintendent Rebok of that city, and the high school faculty. This was a most interesting meeting. The principal address was by Mark Keppel, regarding the work done by the California Council of Education, the past fight on the Governor's budget and educational program, and the plans of the California Teachers' Association for the future.

The American Citizenship Council of San Francisco has been recently organized through the initiative of the U. S. Naturalization Service for the purpose of bringing together the Americanization agencies. Many representative organizations of the Bay region and of California that are actively interested in the great Americanization problem have become affiliated with the Council. As indicative of state-wide interest in Americanization work, it may be noted that Miss Myra Green has been appointed County Director of Americanization for Sonoma County, and Miss Cecilia Carmichael of San Jose has been appointed County Superintendent of Americanization for Santa Clara County.

The American Peace Award commends to the Sierra Educational News the nation-wide "referendum" to be conducted in January upon whatever plan is selected by the jury of the American Peace Award, created by Edward W. Bok, and offering \$100,000 for the "best practicable plan by which the United States may cooperate with other nations looking toward the prevention of war."

This "referendum" will give opportunity to the citizens of this country to express their individual opinion as to what the relation of the United States to the rest of the world shall be.

The competition closed on November 15th last. We think the jury will have made its selection by January first. Immediately after that, the winning plan is to be submitted to the widest possible public for consideration and for a vote. On the release date a number of leading papers throughout the country, including the New York Times, the New York Tribune and the New York World, will carry with the text of the winning plan a ballot which will contain space for the signer's name and address, a statement as to whether or not he or she is a voter, and a statement as to whether or not he or she approves the winning plan in substance.

Several hundred organizations and institutions, including the 88 great national organizations which are members of the cooperating council will send the winning plan with the ballot to each of their members for a vote. These organizations include the most distin-



Buffalo is another typical city where the Spencer Delineascope and Trans-Lux Daylight Picture Screen have modernized Visual Instruction to finally make it a practical working tool of educators.

Mail the coupon today to get the story of Daylight Projection

SPENCER LENS CO.
BUFFALO, N. Y.

SPENCER LENS CO.,
BUFFALO, N. Y.

Please send me the illustrated booklet explaining the principle of Daylight Projection and its uses in Class Rooms.

Name.....

Address.....

GLUEY

Sticks like a brother!



Thousands of schools use Gluey exclusively.

It's clean, convenient and economical.

Send 10c for big, handy tube

The Commercial Paste Co.
Columbus, Ohio

Address Dept. 110, Please

Say you saw it in the Sierra Educational News

PATHFINDER NATIONAL WEEKLY 15 CENTS

The Pathfinder is the great illustrated current events paper published at the Nation's Capital for teachers everywhere. It is the Ford of the school world. Tells story of world's news in interesting, understandable way. You will like the Pathfinder. There is no other paper like it for the teacher that wants to keep well informed or for use in class work. Famous Pathfinder Question Box answers your questions and is a mine of information. Questionaire Contents Guide suggests the Current Events lessons. Regular price of Pathfinder is \$1 a year, but you can have it on trial 13 weeks for only 15 cents. Ask for current events circular and special rates for school club copies. Address:

THE PATHFINDER, 596 Langdon Sta., Washington, D. C.

PEDAGOGICALLY GRADED HANDWRITING TEXTBOOKS, plus the all year free professional services of a large corps of expert penmanship visiting instructors, who cover in their work the United States, plus free normal extension courses conducted by expert instructors in Practical Penmanship in the offices of The A. N. Palmer Company, have made

PALMER METHOD PENMANSHIP

a great power in educational work in all institutions of learning and in business and social life. THE PALMER METHOD PLAN cuts the chirographic corners and offers a simple, fascinating way to a style of penmanship which embodies LEGIBILITY, COMMERCIAL RAPIDITY, EASE and ENDURANCE.

If you are not familiar with the always successful

PALMER METHOD PLAN

write to our nearest office for detailed information.

30 Irving Place
New York, N. Y.

THE A. N. PALMER COMPANY
2128 Calumet Ave.
Chicago, Ill.

Pittcock Bldg.
Portland, Ore.

Leslie Salt Refining Co.

SAN FRANCISCO

SAN MATEO

It is largely owing to its preservative property
that salt is an absolute necessity to the
life of man and the higher animals.

Let what little salt you use be

LESLIE'S

guished professional, fraternal, civic and religious organizations (all faiths) in the country. The interested participation of these widely differing groups in the "referendum" is to be explained only by the fact that they realize the vast opportunity which the American Peace Award offers for crystallizing public sentiment in this country and for making articulate the interest of millions of our citizens upon a sub-

ject of vast importance to us all. Participation in the "referendum" does not involve endorsement of the plan or commitment to any program with regard to it.

National Education Association meetings. The Department of Superintendence meets in Chicago February 23-28, 1924. The summer assembly will be held in Washington, D. C., the

Say you saw it in the Sierra Educational News

first week in July 1924. Large delegations from California are expected at each of these great meetings.

The Bay Section Council of the C. T. A. at its December meeting, met in San Francisco and elected the following officers: Miss Mary F. Mooney of San Francisco, President; Roy Cloud of San Mateo County, Vice-President, and E. G. Gridley of Oakland, Secretary-Treasurer.

Miss Elizabeth Sherman of Oakland and John R. Williams of Stockton were elected to the Executive Committee of the Association. The new Executive Committee was instructed to report at the January meeting of the Council plans to enlarge the membership of the State Association.

The following persons were elected members of the State Council of Education for a period of three years. Superintendent Wilson of Berkeley, Superintendent DuFour of Alameda, Superintendent Gwinn of San Francisco, Superintendent Painter of Petaluma, Miss Lulu Shelton of Oakland, and County Superintendent David Martin.

Miss Sara L. Dole, whose death we regret to announce, was, for a number of years past, one of the outstanding figures in the educational life of California. At the time of her death and for some years previous, she had been Vice-principal of the Manual Arts High School of Los Angeles and directed especially the work of the girls.

Miss Dole was for years a member of the California Council of Education and served at two different periods as a member of its Board of Directors. Her work as chairman of important committees was noteworthy. At the time of her death she was chairman of the committee on tenure of teachers. At another time, she served on a committee that had in hand the matter of the opening of an office of the Association in Southern California, and during one year gave unstintingly of her time with the Executive Secretary in canvassing fully the entire field and the possibilities of such office.

Miss Dole was a splendid teacher as well as a wise counsellor and administrator. Her work as principal of the Citrus Union High School drew the attention of those who were students of education at a time when high schools had not reached the point of efficiency they have now attained. She showed at that time vision as to the future. She was always enthusiastic, optimistic and with a personality that won personal friends and support to any good cause she represented. She possessed in marked degree a capacity to ignore personal and trivial matters and to hold only to those things that were preeminently worth while.

Not only Los Angeles but California and the country suffers through the loss of Miss Dole.

Reynold E. Blight, former editor of the Masonic Digest of Los Angeles, has recently been appointed as editor of the New Age Magazine, the official mouthpiece of the Scottish Rite of Free Masonry, Southern Jurisdiction.



**PLAN
YOUR
SUMMER
VACATION
NOW!**

**A TOUR
OF
EUROPE!**

We offer you with
College Men as Conductors
Splendid Itineraries
First-class Hotels

Maximum number of Days in Europe
Sight-Seeing with Specialists

**INTERPRETATION not
IDENTIFICATION.**

Send for the 1924 Special Folder

Address

The Clark-Son Tours

Venice

California

A SEASON FOR SAVING

The opportunity to save is always "open," but there are times when it beckons with particular emphasis.

Immediately following the holidays, is one time when the desire to save seems to have especial appeal.

We invite you to open an account here and prepare for future needs. Deposits made now and added to at regular intervals will help to provide for Christmas or Vacation needs next year.

WOMEN'S BANKING DEPARTMENT

BANK OF ITALY

MARKET, POWELL and EDDY STS.



SCHOOLS^{AND} COLLEGES



Many Teachers Are Going Into Business—

—every year sees more of them making the change. There is a good reason, of course. There is no salary limit in Business—you can go as high as your ability and Training will carry you—\$5000 and \$10,000 year women in Business are no longer exceptional—there are hundreds of them and more coming—women can do as well in Business as men. **WHY NOT MAKE THE CHANGE?**

With 6 to 8 months of Business Training at Heald's you will be ready to enter Business—opportunities everywhere—every Heald office has 3 times as many **CALLS FOR HELP** as it can supply. Visit your nearest Heald school or write today for "**BUSINESS**"—the Heald catalog.

Heald's Business College

San Francisco Oakland Sacramento San Jose

CALIFORNIA SCHOOL OF FINE ARTS

(Formerly Mark Hopkins Institute) San Francisco
999 California Street

SPRING TERM OPENS JANUARY SEVENTH

Professional and Teachers Courses in the Fine and Applied Arts. Students may enroll at any time. Affiliated College of the University of California. Illustrated catalogue mailed on application.

LEE F. RANDOLPH, Director

Mr. Blight has long been a powerful force for the upbuilding of education. He was for many years a member of the Board of Education of Los Angeles City. Some years ago, when this office desired to introduce the budget system, Mr. Blight, who is an expert public accountant, came to San Francisco and spent several days in a complete survey of our activities, making a report thereon, which report has proved most valuable in the subsequent development of the office.

Mr. Blight is a strong proponent of the Federal Bill for Education and through the Scottish Rite Clip sheet, issued regularly from Washington and directed by him, is accomplishing great things.

The recent teachers' Institute in Inyo County, held at Bishop, November 12, 13, 14, was well attended and productive of excellent results. The speakers at this institute were Supt. Ira

C. Landis of Riverside and Supt. Mark Keppel of Los Angeles County. Mr. Landis took for his topics, "Teaching Essentials," "Physical Education as a Factor in the Control of Young People," "The Dynamic Aspect of Educational Aims" and "The Static Aspect of Educational Ideals." Supt. Keppel talked upon "School Management," "Teaching History or Teaching Geography" and the "Noblest Ideals of a Great Profession." At a general meeting, to which the public were invited, Mr. Keppel had for his topic "The Truth about the Governor's Budget as it relates to Education." Principal F. E. Howard of the High School at Bishop, spoke upon "Educational Tests and Measurements." County Superintendent A. A. Brierly presided at the sessions.

We have, from Frederick C. Eberhardt of Philadelphia, a most interesting book of views of that historic city. The book is published

by L. H. Nelson Co., Portland, Maine, and sets forth in graphic way the beauties and historic landmarks of the city of "Penn, the Peaceful." There have been, the last few years, tremendous developments in the building program of Philadelphia and one is astonished at the fine structures that have recently been erected, but above all, the interest centers in such historic spots as Independence Hall, Liberty Bell and other landmarks that are the property not merely of Philadelphia, but of the United States. We are indebted to Mr. Eberhardt for this publication.

Mr. A. E. Winship of Boston, the great veteran in education journalism, in a recent issue of his *Journal of Education*, makes the following comment concerning Hiram Johnson's presidential candidacy:

"Whatever the politicians and traditionalists may think of Senator Hiram Johnson of California, all friends of America's children, from the Atlantic to the Pacific, can but rejoice that there is a man with his conscience and ability and devotion ready to place education on the throne. We were in sore need of the leadership he is ready to provide in California's dark hour. All school people, all parents, all church people, and labor in its crusade against child labor can but rejoice that there is a man for this hour such as Senator Johnson has shown himself to be."

"**To Preserve Children**," take one large grassy field, one-half dozen children, two or three small dogs, a pinch of brook and some pebbles. Mix the children and the dogs well together, and put them in the field, stirring constantly. Pour the brook over the pebbles. Sprinkle the field with flowers. Spread over all a deep, blue sky, and bake in the hot sun. When brown, remove and set away to cool in a bath tub.—Michigan Public Health Bulletin.

A prize of a \$200 gold watch and a compliment to the scout way of doing things were the results of the entry of Scoutmaster George B. Dunn of Seattle, Wash., in the amateur men cooks' contest recently conducted by the Seattle Times. Scoutmaster Dunn, when he entered scouting four years ago, "didn't know how to boil water," competed in the contest with timber cruisers, mountaineers, prospectors, huntsmen, fishermen and other out-of-doors men for the best camp dinner. His score was 99%.

The menu consisted of chicken, sweet corn and potatoes, cooked according to the Hawaiian "Imu" style, which method has been carefully retained and taught in scout circles everywhere; the second part of the meal—apple sauce, biscuits and coffee—was prepared by the means of a reflector oven. Two of the judges had awarded him 100%, but one had marked him down to 99%. And for what, do you think, he was marked off? When the third judge passed the fire, he caught sight of a tiny spark not then completely extinguished. "Crime of crimes in woodcraft!"



Incorporated

Now in its 17th year

A College of the Arts and Crafts that specializes in training along three distinctive lines:

1. For the Industrial Arts Professions as Designers, Illustrators, Poster and Commercial Artists, Interior Decorators, Draughtsmen and Craft Workers in the Metals, Wood, Textiles and Pottery.
2. For the Fine Arts Professions as Portrait, Landscape and Mural Painters.
3. For Teaching the Arts and Crafts and the Household Arts in the Elementary, High and Normal Schools and Teachers' Colleges.

The Bachelor's Degree is granted

DAY, EVENING AND SATURDAY
CLASSES

Spring Term Opens
Jan. 7, 1924

A special folder on
"How to Secure Advanced Standing"
will be sent on request.

Write for application blank and catalog

F. H. MEYER, Director

2119 ALLSTON WAY - BERKELEY, CALIF., or
5212 BROADWAY - - - OAKLAND, CALIF.

Shoes That Keep You Healthy

Don't let foot-pains keep you miserable and inefficient. All you need is a pair of shoes made to *fit* your feet—not *squeeze* them.

With Ground Gripper Shoes your feet stand firmly—comfortably. Your pose is erect—your walk is natural. And you can stand or walk for hours—all unconscious of your feet!

Ground Grippers have brought comfort to hundreds of suffering teachers. For your Health's sake, try a pair.

GROUND GRIPPER SHOES

[Ground Gripper Shoe Stores in California

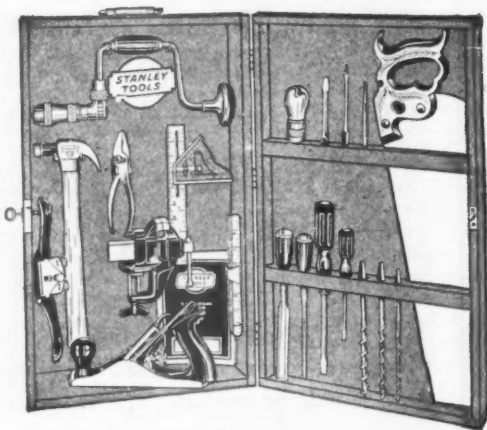
714 So. Hill Street
Los Angeles
(On the Mezzanine)
687 Market Street
San Francisco

21 Sutter Street
Stockton

520 16th Street
Oakland

407 Pine Avenue
Long Beach

Stanley Tools in Chests



No. 862
20 Stanley Tools
\$35.00

make an ideal


GIFT

Write for Catalog
illustrating sets from
\$6.50 to \$95.

THE STANLEY RULE & LEVEL PLANT, THE STANLEY WORKS
NEW BRITAIN, CONN.

NEW YORK CHICAGO SAN FRANCISCO LOS ANGELES SEATTLE

Say you saw it in the Sierra Educational News



**WASHINGTON
GRAMMAR
SCHOOL
SAN FRANCISCO**

**FLAGS
AND
BANNERS
A
SPECIALTY**

B. PASQUALE CO.
112-114 KEARNY ST.
SAN FRANCISCO, CALIF.

The purchasing power of the dollar last June, based on the average wholesale prices for various commodities groups, was equal to only 65 cents, as compared with its purchasing power in 1913, according to calculations announced recently by the Bureau of Labor and Statistics of the Department of Labor. The value of the dollar in commodity terms, on the 1913 basis of comparison, dropped to its lowest level in May, 1920, when it was 40 cents. During most of 1914 and 1915, the purchasing power of the dollar was greater than that of the 1913 dollar.

The Law Enforcement Committee of the American Bar Association, at its annual meeting on August 29, furnished statistics to the effect that more crimes of violence are committed in the United States in proportion to its population than in any other civilized country. Between 1910 and 1922 the general population increased 14.9 per cent, the criminal population 16.6 per cent. This situation will continue until a standard code of criminal procedure is adopted for all the states.

C. F. Weber & Company operating after big fire on the morning of December 23. The company moved their offices across the street and resumed their activities with scarcely an interruption in the regular routine of business. Fortunately all stock is in their warehouses, so that orders are going out as usual. No important records were damaged and after some time given to repairs the company will return to their former offices at 601-609 Mission Street.

GIVE YOUR PUPILS A CHANCE

Thousands of teachers are placing our Outlines for Home Study in the hands of their pupils and thereby greatly increasing the number of promotions in their classes. **American, Ancient, Mediaeval and Modern History, The Great War, Arithmetic, Botany, Business Forms, Geography, Grammar, Physics and Physiology.** Price 20 cents each. Discount on order of ten or more.

JENNINGS PUBLISHING CO.
Box 17, Brooklyn, N. Y.

MACHINE TOOLS, WOOD WORKING MACHINERY, PUMPS, ENGINES, MOTORS.
We can furnish your complete shop equipment

SMITH BOOTH USHER CO.

Machinery, Industrial and Construction
Equipment Supplies.

San Francisco

Los Angeles



Simplex

Projectors have recently been installed in Rio Linda Grammar School, Colusa Grammar School, Taft Grammar School and the Novato Community Center.

Distributors for the Simplex Projector and also the Acme Portable and Semi-Portable Projectors.

Interesting literature on request from

Western Theatre Supply Co., Inc.

121-127 Golden Gate Ave. - San Francisco

A Junior Red Cross program was given by two high school students of Santa Cruz to the teachers of four counties assembled in the annual convention in Santa Cruz. This was the first time that high school students had been placed as speakers on an institute program in California. Vernon Smith, first president of Santa Cruz Red Cross Student Council, presented the "International Correspondence" phase with a stirring plea that opportunity be given the young people of the world to know one another. The activities of the Santa Cruz Junior Red Cross Student Council were reported by Miss Olive Jenne, also a Santa Cruz High School student.

RAW, BLISTERED BURNS
healed quickly and
gently by bandaging
with antiseptic, cooling
Mentholatum

Write for free sample
Mentholatum Co., Buffalo, N.Y., Wichita, Kans.

ROLL OF HONOR (No. 2)

California Teachers' Association—One Hundred Per Cent Membership, 1923.

THIS is the second of a series of honor rolls, showing 100 per cent membership in the California Teachers' Association. There are a large number of schools not reported to us, whose enrollment is complete. We will publish the list as it reaches us, month by month. The names given are in addition to those appearing in our December issue.

100 PER CENT CITIES AND COUNTIES**Marin County—**

The Superintendent's office and all schools in Marin Co. James B. Davidson, County Superintendent.

Hayward City.**San Benito County—**

Catherine U. Gray, County Superintendent. Hollister.

Red Bluff—

J. D. Sweeney, City Superintendent.

100 PER CENT SCHOOLS

Alameda County—David E. Martin, County Superintendent. Stony Brook, Niles, Amador Valley High School, Summit, Antone, Townsend, Eden Vale, Green, Independent, Inman, May, Midway, Mt. House, Murray, Palamares, Redwood.

Bakersfield City—C. E. Teach, City Superintendent.

Corcoran Union High School—Roger C. Phelps, Principal.

Oakland—Fred M. Hunter, City Superintendent. Garfield, Hawthorne, Fruitvale, Manzanita.

Stanislaus County—A. G. Elmore, County Superintendent. Oakdale Union High, Patterson High, Patterson Grammar, Ceres Grammar, Ceres High, Hughson High.

Trinity County—Lucy M. Young, County Superintendent—nearly 100 per cent.

Washington Elementary School, San Diego—Pete W. Ross, Principal.

The
AMERICAN CRAYON
COMPANY
ESTABLISHED 1835
SANDUSKY-OHIO NEW YORK

▼

**The world's largest
makers of Crayons
Water Color Paints
& Allied Products**

▼

**Upon receipt of request
we will send you book-
let descriptive of any
material in which you
may be interested**



BLUE BOY
—Gainsborough

Where Words
Fall,
Perry Pictures
Express

Send \$2.00 for two of these beautiful pictures in the Artotypes for schoolroom decoration.

The Perry Pictures

The One Cent and Two Cent pictures are invaluable for special classroom work, for notebooks, essays, etc. Use them in teaching Language, Literature, History, Geography and Picture Study.

REPRODUCTIONS OF THE WORLD'S GREAT PAINTINGS

One Cent Size. 3x3½. For 50 or more.

Two Cent Size. 5½x8. For 25 or more.

Ten Cent Size. 10x12. For 5 or more.

BIRD PICTURES IN NATURAL COLORS

Three Cents Each for 15 or more. Size, 7x9. Send 75 cents for set of 25 with a very brief description of each.

LARGE PICTURES FOR FRAMING. ARTOTYPES

Size, 22x28 inches, including the margin. \$1.00 each for two or more; 10 for \$9.50; \$1.25 for one. Hand Colored, same size, at \$1.50 each for two or more; \$2.00 for one.

THE PERRY PICTURES CATALOGUE

Sixteen Hundred famous masterpieces are beautifully reproduced in miniature with titles and artists' names. Send 15 cents in coin or stamps.

The Perry Pictures Co. BOX 24 MALDEN, MASS.

Your school shop will need all of these Disston tools

As an instructor, you know how hard it is to do your best work when you lack the right kind of tools.

Scores of schools have standardized on DISSTON Saws, Tools and Files. From the equipment of these schools, the list at the right has been compiled.

Disston Saw Files and Disston Filing Guides and Saw Sets help you to keep Disston Saws just as you want them. Disston Try Squares, Mitre Squares, Bevels and Gauges assist in instruction, and in accuracy of work. Disston Plumbs and Levels have won a world-wide reputation.

Besides supplying the tools most used in manual training schools, Disston helps the instructor in his daily work.

Ask for "DISSTON EDUCATIONAL AIDS"—five valuable books on Saws, Tools and Files, with instructive wall charts. Free to you on request. Address Dept.--

Henry Disston & Sons, Inc.

Makers of "The Saw Most Carpenters Use"

Philadelphia, U. S. A.

DISSTON

SAWS TOOLS FILES

Say you saw it in the Sierra Educational News



Well Appointed Wood-working
shops contain the following

DISSTON TOOLS:

- D-8 Cross-Cut Hand Saws, 22 inch, 10 point.
- D-8 Rip Hand Saws, 22 inch, 8 point.
- No. 4 Back Saws, 12 inch.
- No. 14 Adjustable Back Saws, 12 inch.
- No. 70 Dovetail Saws, 8 inch.
- No. 7 Nest of Saws.
- No. 10 Coping Saws.
- Web Saws Complete, 14 inch.
- No. 36½ Hack Saw Frames.
- No. 200 Hack Saw Frames.
- No. 28 Triumph Sawsets.
- No. 280 Triumph Sawsets.
- Hand Saw Jointers.
- D-3 Saw Filing Guide and Clamp.
- No. 5½ Try Squares, 6 inch.
- No. 10 Mitre Squares, 7½ inch.
- No. 3 Sliding Bevels, 8 inch.
- No. 95½ Mortise and Marking Gauges.
- No. 83 Marking Gauges.
- No. 9 Screw Drivers, 5 inch.
- No. 31 Screw Drivers, 6 inch.
- No. 75 Plumbs and Levels, 24 inch.
- Cabinet Scrapers, 3x6 inch.
- Cabinet Burnishers, Oval No. 1.
- Auger Bit Files, 8 inch.
- Hunt's Chrome Special 3-Square Files, 6 inch.
- Perfection Shear Tooth Files, Half Round, 10 inch, medium.
- File Card and Brush.
- Saw Pieces for Practice Filing.
- Disston Saw Files.

Here Are the Winners in the Bank Stock Limerick Contest!



FIRST PRIZE, \$50.00

*Won by Miss Irma Bromley, Vice-Prin.,
Mt. Diablo Union High School, Concord, Calif.*

I'm an elephant, yes, but I'm wise,
I know what is good for your eyes.
And I'm telling you true
That the paper for you
Is the Bank Stock that I advertise.

SECOND PRIZE, \$25.00

*Won by Mr. G. C. Barton, Principal,
Round Valley Union High School
Covelo, Calif.*

For quality, texture and surface
Adapted to every school purpose,
There is none quite so good
Made from rag, pulp or wood,
As Bank Stock, the paper of service.

THIRD PRIZE, \$15.00

*Won by Miss Vera Frankin, Teacher,
Sheridan Grammar School
San Francisco*

A lady from old Tipperary
Has a daughter whose first name is Mary.
She's a wise little lass,
The best in her class,
For she uses Bank Stock Stationery.

HONORABLE MENTION AND PRIZES OF \$1.00 EACH TO

Miss Alice K. Tupman
Mr. J. J. Mason
Miss Leonne Beatty
Miss Mary B. Thorne
Mr. M. I. Connell
Mrs. Elva S. Cureton (2)
Miss Ruth C. Hoffman

Sister Marie (Fremon)
Miss Faustina Spadoni
Mr. R. A. Smith
Miss Luell E. Driscoll
Miss Marion C. Pryne
Miss Perle Zimmerman

Mr. Stanley G. Brenciser
Mrs. A. E. White
Miss Winnie E. Chamberlin (2)
Mr. William L. Gaylord
Miss Mabel E. Florine
Miss Vera Franklin
Miss Ruth C. Wall

For their courtesy in serving as judges, we are indebted to the following:
Miss Elizabeth E. Hauselt, President, San Francisco Grade Teachers' Association,
San Francisco.
Mr. Harr Wagner, Editor, Western Journal of Education, San Francisco.
Mr. Vaughan MacCaughy, Associate Editor, Sierra Educational News, San Francisco.

KNIGHT-COUNIHAN CO.
Successors to Mysell-Rollins Bank Note Co.
SAN FRANCISCO